

DOCUMENT RESUME

ED 230 744

CE 036 169

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TITLE An Action Plan. The Transitional Year (A Systematic Approach to Career Placement).
INSTITUTION Pulaski County Special School District, Little Rock, Ark.
SPONS AGENCY Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.
PUB DATE Jun 83
NOTE 86p.
PUB TYPE Guides - Non-Classroom Use (055)
EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Career Development; *Career Education; *Career Planning; Decision Making; Decision Making Skills; *Education Work Relationship; Entry Workers; Guidelines; High Schools; *High School Seniors; Leaders Guides; Learning Activities; Military Service; Postsecondary Education; Program Development; Program Implementation; School Counseling; *Self Evaluation (Individuals); Transparencies
IDENTIFIERS Arkansas; Self Employment

ABSTRACT

The Transitional Year Plan is a systematic approach to career placement that attempts to smooth the path from school to work. This school/community-based program maximizes career guidance, counseling, and placement for high school seniors by having them select and plan their careers in one of four broad categories: self-employment, postsecondary education, military experience, or gainful employment. Based on a successful implementation of the transitional year in a high school in Arkansas, this action plan guide has been developed to enable counselors and other facilitators to replicate the program. The guide provides a step-by-step approach outlining specific action steps for the seniors to accomplish in order to initiate their career choices successfully. Specific group session outlines and suggested activities are included to assist the facilitator. Forms for students to use in planning and developing transparency masters are included in the guide, along with instructions for initiating the project. (Although the original project was conducted with seniors, many of the activities can be used with students at lower grade levels for career planning.)
(KC)

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AN ACTION PLAN

THE TRANSITIONAL YEAR

(A Systematic Approach to Career Placement)

by

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A Vocational Exemplary Project
Funded Under the Provisions of
P.L. 94-482, Subpart 3
Don Harlan, Supervisor
June 1983

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INTRODUCTION

There is a great need for programs designed to broaden occupational aspirations and opportunities for youth. One of the major concerns that is appearing constantly in recent literature is a method of providing youth a path for transition from school to work.

The Transitional Year Plan is a systematic approach to career placement. This school/community-based program maximizes career guidance, counseling and placement goals for all senior level students by having them select and plan their careers in one of the four broad categories — self-employment, post/secondary education, military or gainful employment.

Comparative research of the seniors involved in this project reveals a higher level of successful placement for seniors who received comprehensive career guidance. Students who have selected a career plan and who have taken the necessary steps to implement their plan tend to be more successful during the first year out of high school.

This **Action Plan** guide has been developed to enable counselors and other facilitators to replicate the program. This guide provides a step-by-step approach outlining specific action steps for the senior to accomplish in order to successfully initiate his/her career choice. Specific group session outlines and suggested activities are included to assist the facilitator. Although the project was conducted with seniors, many of the activities could be used with students at lower grade levels for career planning purposes.

The Transitional Year Plan was first implemented at Wilbur D. Little High School, Little Rock, Arkansas during the school years of 1980-81, 1981-82 and 1982-83. Evaluation of the plan from students, parents, faculty and administrators indicates that the Transitional Year Plan is an effective guidance and counseling vehicle for high school students planning their careers.

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PURPOSE

The Transitional Year — A Systematic Approach to Career Placement — is designed to aid vocational counselors in providing a method of assisting seniors with a specific written career plan to successfully master the initial transitional year after high school. Records tend to indicate that if the graduating senior can successfully master the first year after high school, the chance for career success is definitely enhanced.

To help students pass successfully through the transitional year and commence the actions necessary to move from school to the working world, there is a need for a comprehensive system of vocational guidance and counseling services oriented to their individual needs. The Transitional Year Plan is a personal plan of action outlining sequential action steps needed to implement a student's career plan.

PROGRAM OBJECTIVES

1. To provide all graduating seniors with comprehensive career interest/aptitude testing, computerized and microfiche guidance information, and to assist in the interpretation and recording of this data in a personal counseling file.
2. To conduct a series of four group and individual guidance sessions in order to provide all graduating seniors with factual knowledge about current career and educational opportunities in the local area. Data used in these sessions is supplied by colleges, universities, vocational/technical schools, chambers of commerce, employment security division, military, small business administration and other agencies/individuals.
3. To assist each graduating senior in the selection of one of the four broad career options—self-employment, post/secondary education, military service or gainful employment—and in the development of a written personalized plan outlining at least four specific action steps each student will have to accomplish during the transitional year to successfully initiate his/her career choice.

RESULTS OR BENEFITS EXPECTED

1. The Transitional Year Plan systematic approach insures that all graduating seniors are provided with sufficient career information and comprehensive guidance and counseling services to make definite career plans to pursue during the first year after graduation.
2. The level of unemployment among high school seniors will substantially decrease as each student participates in a comprehensive systematic approach to making specific career plans designed to meet their immediate needs after graduation.
3. The faculty and administration will express satisfaction with the activities related to the Transitional Year Plan approach to career counseling.
4. Community support to the school's instructional program will increase as the level of coordination and articulation of career guidance and counseling services are improved and expanded to meet the needs of the students.

PLANNING

In order for the systematic approach to be effective, the administration, counseling staff and faculty must be involved and supportive of the concept. An in-service meeting should be conducted to disseminate information regarding implementation of the program.

The classroom guidance approach tends to be the most effective in insuring that all senior students are provided with assistance in developing their Transitional Year personalized career plan. Four group sessions lasting approximately 55 minutes each are needed to complete the basic Transitional Plan booklet. A good way to insure that all students are reached is to conduct small group sessions of approximately thirty students through senior English classes. If this approach is not feasible, an alternative time schedule can be used.

Plans will also need to be made for small in-depth career guidance sessions in each of the four career options—self-employment, post/secondary education, military and gainful employment. The homeroom, activity or study hall period would be a good time to schedule these meetings. Lesson plans for each of the sessions are included in this guide. The appendices contain a career survey form for scheduling group sessions and a sample student notice.

Assembly programs that utilize community resource persons should provide all seniors with factual knowledge of job market trends, employer-employee expectations, co-worker relations and nontraditional career opportunities. A procedural model and suggested timetable are included in the appendices.

PERSONNEL

Infusing The Transitional Plan in the existing counseling program will strengthen and expand the guidance services offered. Additional counselors are not required to implement the plan, but time will need to be scheduled for counselors to conduct classroom guidance sessions.

The small in-depth guidance sessions could be conducted by senior homeroom teachers. The counselor would act as a coordinator for the program and provide the materials needed for each session. Another approach is for the regular counselor to conduct the sessions.

Counselors should be knowledgeable in all four areas of career options—self-employment, post/secondary education, military and gainful employment.

FACILITIES

The existing counseling offices normally are adequate for implementing the Transitional Year Plan. The only addition necessary is file space for each senior's career folder. If a new office is planned, the following furnishings should be included.

- 1 Desk, Executive
- 1 Chair, Executive
- 2 Chairs, stacking
- 1 Filing Cabinet, legal size, 4 drawer
- 1 Filing Cabinet, legal size, 2 drawer
- 1 Bookcase, 3 shelves
- 1 File, 3 x 5 cards
- 1 Typewriter
- 1 Wastebasket
- 1 Telephone

If an organized comprehensive career information center is not already established, a suggested organizational plan and list of furnishings and supplies are below.

Furnishings and Supplies

- 1 Bookcase, 4 shelves 5'x 4'
- 1 Bookcase, 3 shelves 4'x 8'
- 1 Bulletin Board, 3'x 2'
- 1 Bulletin Board, 4'x 4'
- 150 File Folders, 1 $\frac{3}{4}$ " (vertical file)

Organizational Plan

Arrange the career materials alphabetically according to subject matter.

Bookcase (5'x 4')

Shelf One: Guides

- 2 Occupational Outlook Handbooks
- 2 Dictionaries of Occupational Titles
- 1 Peterson's Annual Guide to Undergraduate Study
- 1 Private Career School Directory
- 1 Computer Information Resource Guide
- 1 Microfiche Career Information Search Guide
- 1 State Directory of Post/Secondary Schools
- Other Available Guides

Shelf Two:

Catalogues and Vertical Files for in-state 4 year post/secondary schools

Shelf Three:

Catalogues and Vertical Files for in-state 2 year post/secondary schools
Catalogues and Vertical Files for in-state Public Vocational Technical Schools

Shelf Four:

Catalogues and Vertical Files for Private Vocational Technical Schools

Bookcase (4'x 8')

Top of Bookcase:

- Financial Aid Application Forms
- American College Test (ACT) application forms
- Scholastic Aptitude Test (SAT) application forms
- Additional Financial Aid and Testing Information

Shelf One:

Catalogues and Vertical Files for out-of-state post/secondary schools

Shelf Two:

- Military Vertical Files (academies and general information)
- Military pamphlets organized according to branch

Shelf Three:

General Guidance Material

Bulletin Board (3'x 2')

1. Obtain a highway map of your state, outline and underline the counties. (black, green or blue)
2. Anchor the highway map on a bulletin board or heavy cardboard covered with art paper.
3. Color code and number each in-state public post/secondary school. Place this information on a small sheet of paper to be placed on the bulletin board.
4. Construct small color coded flags with numbers that correspond to the school.
5. Place a color coded pin with a corresponding color coded flag at the location of each post/secondary school.

Bulletin Board (4'x4')

Title: "Job News." Contains information concerning jobs (newspaper clippings. Employment Security Division job trends, pamphlets, magazine articles, etc.)

BUDGET

The Transitional Year Plan, one per senior
File Folders, 3 boxes
Expanding Vertical File Folders, 150 (Career Center)
Tabbing Strips, 25 ft. (Vertical File Folders)
Paper, 10 reams
Transparencies, 1 box
Bulletin Board Materials
Office Supplies

Classroom Group Career Guidance Sessions

THE TRANSITIONAL YEAR PLAN

CLASSROOM GUIDANCE SESSIONS

TITLE: THE TRANSITIONAL YEAR PLAN

OBJECTIVE: To assist each senior student with the development of a written personalized Transitional Year Plan.

**MATERIALS
NEEDED:**

1. The Transitional Plan booklet, one per student. (Appendix C)
2. Handout, "Career Plan Guidance Sessions," one per student. (Appendix E)
3. Transparencies for illustrations.
4. Overhead projector and screen.
5. Handout, "Action Steps," one per student. (Appendix D)
6. Handout, "Career Plan Survey Form, one per student. (Appendix F)

**LEARNING
ACTIVITIES:**

1. Review the decision making process using transparency #1.
2. Discuss the difference between a "career" and a "job." *The American College Dictionary* defines a "career" as a general course of action or progress of a person through life, as in a specific profession. A "job" is defined as a piece of work of defined character undertaken for a fixed price.
3. Explain the importance of making definite career plans for the first year out of high school. State that records tend to indicate if the graduating senior can successfully master the initial transitional year, the chance for career success is definitely enhanced.
4. Give a Transitional Year Plan booklet to each student.
5. Ask students to write their name and the date in the designated space on the front cover.
6. State that The Transitional Year Plan has been designed to be developed throughout the senior year and that the plan will be periodically updated through individual and classroom sessions.
7. Give a brief overview of the sequential steps in the development of The Transitional Year Plan. Have students glance at each page as the concept is introduced.
8. Follow the suggested lesson plans for each session in assisting the students with the basic overall Transitional Year Plan completion. A time management chart is included in the appendices. (Appendix B)

Notes:

THE TRANSITIONAL YEAR PLAN

(A Systematic Approach to Career Placement)

Session One

INTRODUCTION

The first year out of high school is a difficult time for most individuals. Making definite career decisions and developing a plan for implementing specific action steps provide a way for graduating seniors to successfully master the transitional year. In developing The Transitional Year Plan, the student is asked to make a choice of one of the four broad career options—self-employment, post/secondary education, military or gainful employment.

LOOK AT YOURSELF

1. Briefly discuss interests, abilities and aptitudes using transparency #2.

Interests

1. Ask students to think of five activities they have enjoyed doing during their high school years. Tell students that interest areas are good indicators of career options to explore.

Example:

- | | |
|--------------------------|----------------------------|
| 1. Clubs (Biology, VICA) | 3. Music (Band, Choir) |
| 2. Athletics (Football) | 4. Hobbies (Coins, Stamps) |

2. Explain that individual interests are different. Encourage students to explore their special interests. Available resources include computerized and microfiche career information, interest inventory tests, Armed Services Aptitude Test Battery (ASVAB), *Dictionary of Occupational Titles*, *Occupational Outlook Handbook* and other related publications.

Abilities

1. Ask students to name some abilities or skills they have acquired.
2. Discuss that each person has different and varied abilities.
3. Have students list five skills or character traits that would aid in career planning and decisions.

Example:

- | | |
|---|-------------------------------------|
| 1. Typing Skills | 3. Ability to get along with others |
| Ability to organize and
2. present written ideas | 4. Ability to write news stories |

4. Motivate students to make the most of their senior year. State that the courses they are enrolled in this year will provide opportunities to gain additional skills and will help develop desirable work habits.

Aptitudes

1. Define aptitudes as natural tendencies toward certain activities that enable a person to learn and develop specific abilities if given the opportunity.
2. State that individuals have different aptitudes. Contrast the basic aptitudes needed for the following occupations: a welder and a secretary; computer programmer and a computer technician.
3. Encourage students to take the Armed Services Vocational Aptitude Test Battery (ASVAB) to identify their aptitudes and explore the specific career fields for higher aptitude areas.
4. Have students write down three careers they are interested in and feel they could achieve if given the opportunity.

Example:

1. Legal Stenographer

3. Commercial Artist

2. Certified Welder

4. Certified Public Accountant

Goals And Values (Page Two)

1. Ask students to define goals. Discuss goals using transparency #3.
2. Define values and discuss the concept using transparency #4. Explain that while the goal is a car, each person places different values on what is important when shopping for the car to purchase.
3. Read aloud and discuss each work value. Emphasize that all the work values listed are important but that some of the goals you set for yourself usually come out of your values.
4. Have students rank each of the work values from highest priority (1) to lowest priority (8). Have them place the ranking in the space provided.

Notes:

THE TRANSITIONAL YEAR PLAN

(A Systematic Approach to Career Placement)

Session Two

GOAL SETTING (Page Three)

1. Discuss long and short range goals. (Transparency #5)
2. Read aloud and discuss the information concerning achievable goals.
3. Discuss the four broad career options—self-employment, post/secondary education, military or gainful employment. (Transparency #6)

Example:

PLAN	SHORT RANGE GOAL	LONG RANGE GOAL
1. Self-Employment	<u>Worker, Manager</u> Job Title	<u>Owner-Manager</u> Job Title
<u>Auto Repair Shop</u> Type of Business	<u>Completion Date</u> (one year or less)	<u>Completion Date</u> (2-5 years or more)
2. Post/Secondary Education	<u>Computer Science</u> Field of Study	<u>Computer Programmer</u> Job Title
<u>University of Arkansas</u> Name of Institution		<u>Completion Date</u> (5 years)
3. Military	<u>Electronics Technician</u> Job Title	<u>E-5</u> Job Title/Rank
<u>U. S. Army</u> Branch	<u>E-1</u> Rank	<u>Completion Date</u> (5 years)
<u>Ft. Benning, GA</u> Duty Location		
4. Gainful Employment	<u>Checker</u> Job Title	<u>Produce Manager</u> Job Title
<u>Kroger</u> Company or Organization	<u>Completion Date</u> (one year or less)	<u>Completion Date</u> (5 years)

ACTION STEPS

1. Introduce action steps by reading aloud and discussing the suggested steps for each career plan. (Transparency #7)
2. Ask students to place a check by the action step(s) they have completed and record the action and completion date in the space provided on page five.
3. Give each student a copy of the suggested action steps. As steps are completed, encourage students to record the information in The Transitional Year Plan booklet.
4. Explain that The Transitional Year Plan booklet will be in each student's personal career file. State that the plan will be used as a counseling tool during individual and group career guidance sessions.
5. Distribute the handout, "Career Plan Guidance Sessions," one per student. State that small in-depth guidance sessions will be conducted to assist students in implementing the necessary action steps to successfully reach their transitional year career goal and in making plans to reach their long range career goal.
6. Distribute the handout, "Career Plan Survey Form," one per student. (Appendix F) Have students indicate their interest group. Inform students that they will receive a written notice of the time and location of specific group meetings. (Appendix G)

Notes:

THE TRANSITIONAL YEAR PLAN

(A Systematic Approach to Career Placement)

Session Three

PROGRESS (Pages 1,2,3,4,5)

1. Have students review page one and add or update the information about themselves. Suggest a reevaluation of their interests, abilities and aptitudes as related to career planning and decisions.
2. Ask students to turn to page two and read their previous ranking of work values. Make changes if desired.
3. Encourage students to complete page three on goal setting. State that the senior year will soon be completed and that it is important for each person to make a career decision. Motivate students who have not made plans to begin immediately.
4. Review action steps on pages four and five and ask students to record their progress.
5. Remind students that group sessions are being conducted and urge them to attend.

Notes:

THE TRANSITIONAL YEAR PLAN
(A Systematic Approach to Career Placement)
Session Four

FACTORS AFFECTING CAREER PLANNING AND DECISIONS (Page Five)

1. Read and discuss the printed information. Ask students to add any other changes they feel would affect their Transitional Year career plan. (Transparency #8)
2. Have students place a check by the changes they feel would affect their career plan. Encourage them to consider how they might adapt to these changes. Review the decision making process.

CONCLUSION

1. State that The Transitional Year Plan has been designed to serve as a guide toward helping high school seniors implement a systematic approach to reaching their career goals. State that even though all students will not follow their Transitional Year Plan, the concept will be useful in making alternate plans. Encourage students to keep The Transitional Year Plan booklet as a resource for future planning and career decisions.

Notes:

Career Plan Group Guidance Sessions

PLAN ONE: Self-Employment

PLAN TWO: Post/Secondary Education

PLAN THREE: Military

PLAN FOUR: Gainful Employment

PLAN ONE: SELF-EMPLOYMENT

Session One

- TITLE:** BUSINESS OWNERSHIP: IS IT FOR ME?
- OBJECTIVE:** To guide students to relate their individual characteristics to those usually required for managing and owning a business.
- MATERIALS NEEDED:** Handout, "Business Ownership: Is It For Me?," one per student.
- LEARNING ACTIVITIES:**
1. Distribute the handout, "Business Ownership: Is It For Me?," to each student.
 2. State that many students think they want to own their own business but do not possess the necessary characteristics. Studies show that successful business managers and owners have the following traits: drive, thinking ability, human relations ability, communication skills and technical knowledge. Have students check the answer that best describes them on the handout.
 3. Discuss the completed checklist. If many of the traits needed for managing and owning a business were not checked, it would be wise for that person not to establish their own business.

*Small Business Assistance Publications are available free, upon request, from the local Small Business Administration or from the following address:

U. S. Small Business Administration
P. O. Box 15434
Ft. Worth, Texas 76119

Notes:

BUSINESS OWNERSHIP-IS IT FOR ME?*

Session One

Many people think they want to start their own business. In order to be successful, it is best to take a realistic look at yourself and decide if this is the best plan for you to follow. Complete the following questions to help you in making your decision. Check the answer that best describes how you feel about yourself. Be honest with your responses.

Are you a self-starter?

- ☐ I do things on my own. Nobody has to tell me to get going.
- ☐ If someone gets me started, I keep going all right.
- ☐ Easy does it. I don't put myself out until I have to.

How do you feel about other people?

- ☐ I like people. I can get along with just about anybody.
- ☐ I have plenty of friends—I don't need anyone else.
- ☐ Most people irritate me.

Can you lead others?

- ☐ I can get most people to go along when I start something.
- ☐ I can give the orders if someone tells me what we should do.
- ☐ I let someone else get things moving. Then I go along if I feel like it.

Can you take responsibility?

- ☐ I like to take charge of things and see them through.
- ☐ I'll take over if I have to, but I'd rather let someone else be responsible.
- ☐ There's always some eager beaver around wanting to show how smart he is. I say let him.

How good an organizer are you?

- ☐ I like to have a plan before I start. I'm usually the one to get things lined up when the group wants to do something.
- ☐ I do all right unless things get too confused. Then I quit.
- ☐ You get all set and then something comes along and presents too many problems. So I just take things as they come.

How good a worker are you?

- ☐ I can keep going as long as I need to. I don't mind working hard for something I want.
- ☐ I'll work hard for a while, but when I've had enough, that's it.
- ☐ I can't see that hard work gets you anywhere.

Can you make decisions?

- ☐ I can make up my mind in a hurry if I have to. It usually turns out O.K., too.
- ☐ I can if I have plenty of time. If I have to make up my mind fast, I think later I should have decided the other way.
- ☐ I don't like to be the one who has to decide things.

*"Checklist for Going Into Business," Small Marketers Aids, U.S. Small Business Administration. 1981.

Can people trust what you say?

- ___ You bet they can. I don't say things I don't mean.
- ___ I try to be on the level most of the time, but sometimes I just say what's easiest.
- ___ Why bother if the other fellow doesn't know the difference?

Can you stick with it?

- ___ If I make up my mind to do something, I don't let anything stop me.
- ___ I usually finish what I start—if it goes well.
- ___ If it doesn't go right away, I quit. Why beat your brains out?

How good is your health?

- ___ I never run down!
- ___ I have enough energy for most things I want to do.
- ___ I run out of energy sooner than most of my friends seem to.

Now count the checks you made.

- ___ How many checks are there beside the first answer to each question?
- ___ How many checks are there beside the second answer to each question?
- ___ How many checks are there beside the third answer to each question?

If most of your checks are beside the first answer, you probably have what it takes to run a business. If not, you're likely to have more trouble than you can handle by yourself. Better find a partner who is strong on the points you are weak on. If many checks are beside the third answer, not even a good partner will be able to shore you up.

PLAN ONE: SELF-EMPLOYMENT

Session Two

TITLE: TYPE OF BUSINESS TO BE ESTABLISHED

- OBJECTIVES:**
1. To acquaint students with the four types of business that may be established.
 2. To make students aware of the factors that should be considered in deciding on the type of business to be established.

MATERIALS NEEDED: Handout, "Type of Business To Be Established," one per student.

- LEARNING ACTIVITIES:**
1. Distribute the handout, "Type of Business To Be Established," to each student. Discuss each type.
 2. State that in choosing a business to establish students should match their background and experience to the business to be established. Ask students to complete the exercise concerning their experience, education and interests.

Notes:

TYPE OF BUSINESS TO BE ESTABLISHED

Session Two

If your personal characteristics match the traits required to be a successful business owner, your next step is to decide on the type of business to be established. The four basic types of business to be established are: manufacturing, wholesaling, retailing and servicing. A brief definition and examples are below.

TYPE OF BUSINESS:

- 1. Manufacturing:** To make or produce goods
Examples: Automobile Factories
Clothing Manufacturers
Plastic Products
- 2. Wholesaling:** To sell goods to retailers or jobbers, usually in large quantities.
Examples: Building Materials
Plumbing Supplies
Automotive Parts
- 3. Retailing:** To sell goods to consumers, usually in small quantities.
Examples: Furniture
Clothing
Groceries
- 4. Servicing:** To perform duties or activities to others.
Examples: Dry Cleaners
Small Equipment Repair
Automobile Repair
Beauty or Barber Shop

BACKGROUND AND EXPERIENCE:

Interests (including hobbies) _____

Education _____

Job Experience _____

CHECKLIST FOR CHOOSING A BUSINESS:*

- _____ 1. Have you written a summary of your background and experience to help in making this decision?
- _____ 2. Is there a need for the type of business you are considering?
- _____ 3. Have you considered your hobbies and what you would like to do?
- _____ 4. Have you studied surveys and/or sought advice and counsel to find out what fields of business may be expected to expand?
- _____ 5. Have you considered working for someone else to gain more experience?

What type of business would you best be prepared or equipped to establish? _____

*"Starting and Managing a Small Business of Your Own," Small Business Administration, Washington, D.C. 1973.

PLAN ONE: SELF-EMPLOYMENT

Session Three

TITLE: PRE-BUSINESS WORKSHOP

- OBJECTIVES:**
1. To provide specific information to students considering establishing a business.
 2. To supply students with packets containing guides, checklists and business related instructional material needed for starting a business.

**MATERIALS
NEEDED:**

1. Schedule of pre-business workshops to be conducted by the Small Business Administration. Contact the local Small Business Administration for information.
2. Handout of written instructions concerning attending the one-day comprehensive pre-business workshop.

**LEARNING
ACTIVITIES:**

1. Give students a schedule of workshops to be conducted in the local area by the Small Business Administration.
2. Give students written instructions concerning final plans for attending the workshop. Urge students who are interested in establishing their own business to attend. This one-day comprehensive session will provide a basis for planning a business establishment.

Notes:

PLAN ONE: SELF-EMPLOYMENT

Session Four

TITLE: FOLLOW-UP: PRE-BUSINESS WORKSHOP

- OBJECTIVES:**
1. To review the information discussed at the pre-business workshop.
 2. To encourage students to use available resources in helping them to establish a business.

- MATERIALS
NEEDED:**
1. Instructional material provided at the pre-business workshop.
 2. Resource person from the Small Business Administration.

- LEARNING
ACTIVITIES:**
1. Introduce the resource person from the Small Business Administration and ask students to participate in a review of the material presented at the pre-business workshop.
 2. Give students any additional business related publications available. Encourage students to talk with small business owners to obtain first hand knowledge concerning establishing a business.

Notes:

PLAN TWO: POST/SECONDARY EDUCATION

Session One

TITLE: POST/SECONDARY EDUCATION: IS IT FOR ME?

- OBJECTIVES:**
1. To encourage students to consider their individual interests, abilities and aptitudes in making a decision concerning post/secondary education.
 2. To develop an awareness of the importance of applying the decision making process in the selection of a career choice.

- MATERIALS
NEEDED:**
1. Handout, "Post/Secondary Education: Is It For Me?" one per student.
 2. Handout, "Decision Making Steps," one per student.

- LEARNING
ACTIVITIES:**
1. State that making wise career choices is directly related to what is important to an individual. The choice of attending a post/secondary school is a decision each student has to make. Decisions made during the senior year will have an effect on future success.
 2. Distribute the handout, "Post/Secondary Education: Is It For Me?" to each student.
 3. Read the introduction and ask students to complete the exercise. The information recorded on pages one and two of The Transitional Year Plan relates to several of the questions. Discuss the completed form.
 4. Distribute the handout, "Decision Making Steps," to each student. Ask the students to bring this handout to each session.
 5. Explain the decision making process and relate to the title of the session, "Post/Secondary Education: Is It For Me?"

Notes:

POST/SECONDARY EDUCATION: IS IT FOR ME?

Session One

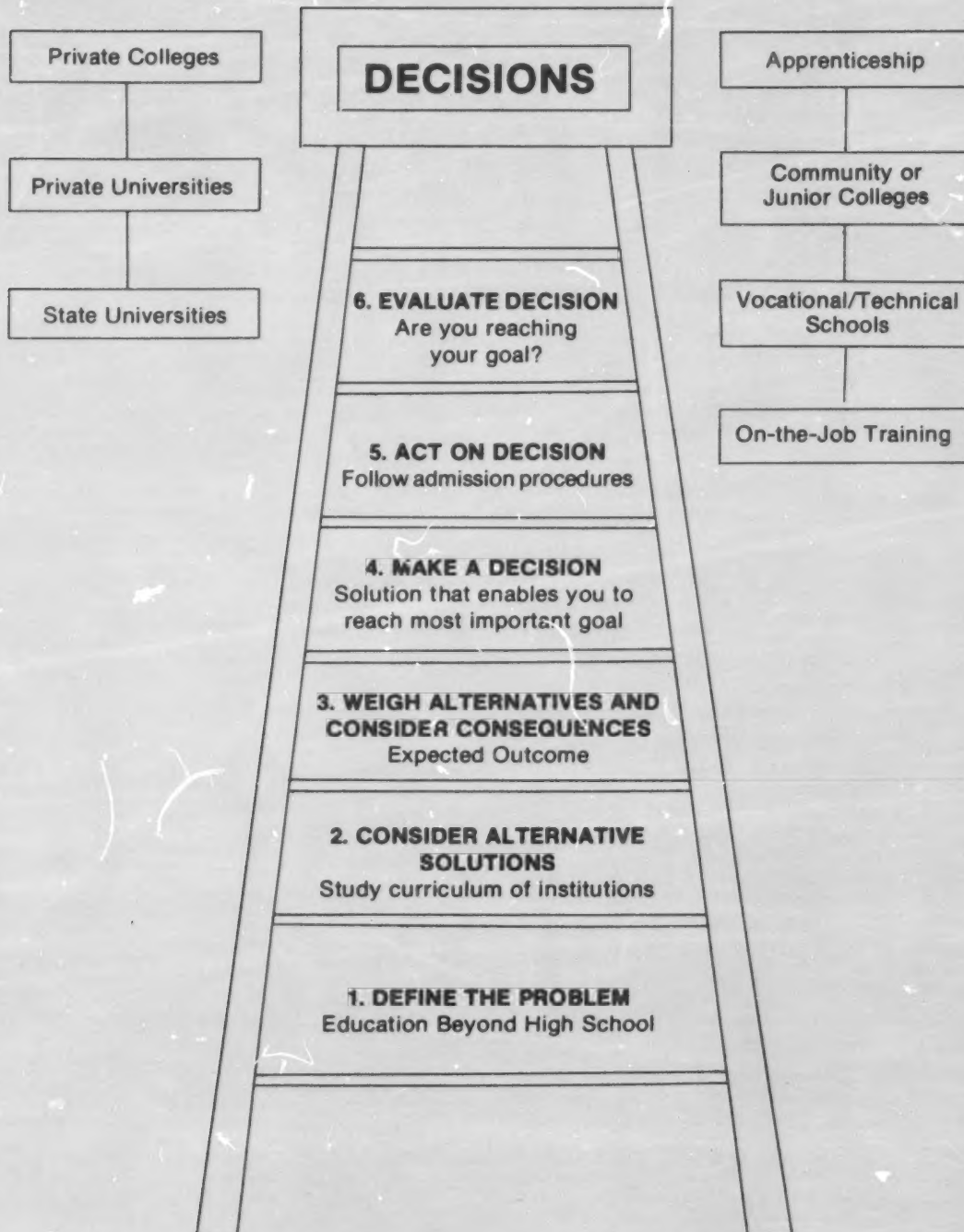
If you are planning on education beyond high school it is important to answer some questions about yourself. Answer the following questions honestly in order to realistically assess why you feel post/secondary education may be the best plan for you to select in order to achieve your career goal(s).

1. Write down at least five reasons why you are considering going to college or vocational school.

2. What kind of courses have you taken? (vocational, college preparatory or combination) _____
3. What courses have you taken that you enjoyed and were academically successful? _____
4. What are your weakest subjects? _____
5. How would you rate yourself as a student? (above average, average, below average) _____
6. Do you learn best in a highly competitive or less competitive academic setting? _____
7. Are you willing to spend more time on your studies than high school has required? _____
8. Are you able to work independently? _____
9. How long are you willing to commit yourself to a lengthy, expensive education? _____
10. What are your career goals? _____
11. What plans have you made to finance your post/secondary education? _____
12. Have you discussed your career goals with your parents? _____
13. Are they in agreement with your plan? _____. If not, what suggestions have they offered? _____
14. Write down some resources where you can get additional help in career planning. _____

DECISION MAKING STEPS

Session One



PLAN TWO: POST/SECONDARY EDUCATION

Session Two

TITLE: INTEREST IDENTIFICATION

- OBJECTIVES:**
1. To assist students in identifying their personality type(s) and relate this to career choices.
 2. To encourage students to consider work values and goals and to set priorities in keeping with their values and goals.
 3. To increase awareness of the resources available to aid in career planning.

**MATERIALS
NEEDED:**

1. Handout, "Career Choices," one per student. (Handout #2, Gainful Employment)
2. The Transitional Year Plan Booklet.
3. *Occupational Outlook Handbook, Dictionary of Occupational Titles, Computer and Microfiche Career Information Search Books, Post/Secondary Education Catalogues and Standardized Test Interest Inventories.*

**LEARNING
ACTIVITIES:**

1. Distribute the handout, "Career Choices," to each student.
2. Read the explanation on the handout and discuss each personality type. Have students identify their personality type(s) and relate this to possible career choices.
3. Give students their Transitional Year Plan booklet and review page two on work values. Ask students to carefully consider their priorities and make rank changes if desired.
4. Explain that many career resources are available in the career center to assist with their career plans. Demonstrate the use of the materials suggested for this session.

Notes:

PLAN TWO: POST/SECONDARY EDUCATION

Session Three

TITLE: SELECTION OF A POST/SECONDARY SCHOOL

- OBJECTIVES:**
1. To encourage students to consider their individual interests, abilities, aptitudes and priorities before deciding on a specific post/secondary school.
 2. To give specific information to students regarding the different types of post/secondary schools.
 3. To give general information concerning admission procedures for post/secondary schools.

**MATERIALS
NEEDED:**

1. Handout, "Post/Secondary School Checklist," one per student.
2. Handout, "Decision Making Steps," distributed in session one.
3. Handout, "Action Steps for Post/Secondary Education," distributed during the discussion of The Transitional Year Plan, page four

**LEARNING
ACTIVITIES:**

1. Distribute the handout, "Post/Secondary School Checklist," to each student. Read aloud the explanation and directions and have students complete the exercise.
2. Refer to the handout, "Decision Making Steps," and discuss each type of post/secondary schools. (Four-year liberal arts, state university, private university, community/junior college, vocational/technical school, service academies, apprenticeship programs and on-the-job training).
3. Review the "Action Steps for Post/Secondary Education." Remind the students that admission procedures are similar at each school. However, students should check the school's catalogue to be sure specific guidelines are followed.

Notes:

POST/SECONDARY SCHOOL CHECKLIST

Session Three

The post/secondary school you decide to attend should be determined by the characteristics of the institution that are the most important to you. This checklist may not include all you will want or expect to find in a school but it should help you formulate your priorities.

Place a check by the things that are most important to you. When you have finished, make a composite list to be used in your post/secondary school search.

1. PROGRAMS OF MAJORS

- ☐ Liberal Arts
- ☐ Specialized Professional
- ☐ Pre-professional
- ☐ Vocational/Technical
(Specify _____)
- ☐ Military
- ☐ Other(Specify _____)

2. COST PER YEAR (Tuition, fees, room, board, transportation)

- ☐ Under \$1,000.00
- ☐ \$1,000.00 to \$2,000.00
- ☐ \$2,000.00 to \$3,000.00
- ☐ \$3,000.00 to \$4,000.00
- ☐ Over \$4,000.00

3. LOCATION

- ☐ Home Community
- ☐ 35-100 Miles from Home
- ☐ More than 300 Miles from Home
- ☐ In State
- ☐ Out of State
- ☐ Small Town
- ☐ Urban

4. SIZE

- ☐ Very Small(under 1,000)
- ☐ Small(1,000 to 2,500)
- ☐ Medium(2,500 to 7,500)
- ☐ Large(7,000 to 10,000)
- ☐ Very Large (over 10,000)

5. TYPE

- ☐ Four-Year Liberal Arts College
- ☐ State University
- ☐ Private University
- ☐ Community/Junior College
- ☐ Vocational Technical School
- ☐ Service Academy
- ☐ Other (Specify _____)

6. CONTROL

- ☐ Public
- ☐ Private
- ☐ Denominational

7. STUDENT BODY

- ☐ Co-educational
- ☐ All Male
- ☐ All Female
- ☐ Mainly Local Distribution
- ☐ Regional Distribution
- ☐ National Distribution

8. STUDENT ACTIVITIES

- ☐ Fraternities/Sororities
- ☐ Student Government
- ☐ Publications
- ☐ Athletics (Specify _____)
- ☐ Music (Band/Choir)
- ☐ Dramatics
- ☐ Religious Organizations
- ☐ Other (Specify _____)

9. ACADEMIC LEVELS

- ☐ Top 25% of graduating class
- ☐ Top 50% of graduating class
- ☐ All "C" average and above
- ☐ All High School Graduates
- ☐ Graduate Education Diploma (GED)

POST/SECONDARY SELECTION CHECK LIST

10. TEACHING METHODS

- ☐ Traditional
- ☐ Experimental

11. SPECIAL COURSES AND PROGRAMS

- ☐ Honors classes
- ☐ Independent Study
- ☐ Field Study
- ☐ Cooperative Programs
(Work/Study)
- ☐ Foreign Study
- ☐ Seminars

12. FINANCIAL AIDS

- ☐ Scholarships
- ☐ Loans
- ☐ Work/Study
- ☐ Grants
- ☐ Part-time Jobs

13. SERVICES

- ☐ Dormitory/Housing
- ☐ Health
- ☐ Personal Counseling
- ☐ Career Counseling

PLAN TWO: POST/SECONDARY EDUCATION

Session Four

TITLE: FINANCIAL AID

- OBJECTIVES:**
1. To give students specific information in regard to the various sources of financial aid.
 2. To acquaint students with general information concerning financial aid.

**MATERIALS
NEEDED:**

1. Handout, "Financial Aid," one per student.
2. Financial aid application forms
 - (a) FFS (Family Financial Statement)
 - (b) FAF (Financial Aid Form)

**LEARNING
ACTIVITIES:**

1. Explain that financial aid is the broad term given to scholarships, grants, loans, work-study programs and campus based part-time jobs. This financial assistance enables many students who have limited funds to attend a post/secondary institution.
2. Give students the handout, "Financial Aid."
3. Discuss the two categories of financial aid. State that any financial aid that is labeled grants, scholarships or awards is gift aid and does not have to be repaid. However, financial aid in the form of loans must be repaid.
4. Distribute the financial aid application forms to students. Tell students they can return the form their institution does not require at the end of the session.
5. Present a general overview of the financial aid application using the forms and the information from the handout, "Financial Aid."
6. Encourage students to submit the financial aid application as soon after January 1 as possible.

Notes:

FINANCIAL AID

Session Four

A. TWO CATEGORIES OF FINANCIAL AID

1. Merit-based

- (a) Eligibility is based on special skills, scholarships, awards and academic ability.

2. Need-based

- (a) Eligibility is based upon the difference between the cost of attendance at the post/secondary school and family's ability to pay.
- (b) Two types—gift aid and self-help aid

B. SOURCES OF FINANCIAL AID

1. Institutional Sources

- (a) Contact the financial aid office of the post/secondary institution you plan to attend for required forms.

2. Private Sources

- (a) Community organizations, foundations, banks and other commercial lending institutions.

3. State Sources

- (a) Scholarship/grant and loan funds available to qualified students. Monies are administered by a specific agency in participating states.

4. Federal Programs (grants, loans and work-study)

1. Pell Grant

- (a) Entitlement program for eligible undergraduates.
- (b) Amount of grants are determined by students submitting a financial aid application.
- (c) Lower eligibility numbers are awarded more financial aid.
- (d) Eligibility for Pell Grant includes:
 - 1. Be enrolled or accepted for enrollment in a qualified program studying for a degree or certificate at an eligible institution of higher education.
 - 2. Be a citizen, national or permanent resident of the U.S. or an eligible non-citizen.
 - 3. Be enrolled in at least one-half work load. However some institutions will fund only full-time students.

4. Maintain measurable progress toward a course of study leading to a degree.
 5. Not be in default of any Title IV loans.
 6. File with the post/secondary institution a statement of educational purpose.
-
2. Supplemental Educational Opportunity Grant (SEOG)
 - (a) Designed to help undergraduate students who have exceptionally high financial need.
 3. College Work-Study (CW-S)
 - (a) Campus based program of on and off-campus jobs.
 4. National Direct Student Loans (NDSL)
 - (a) Campus based program of long term, low interest loans available to eligible students provided by the Federal Government and the post/secondary school.
 5. Guaranteed Student Loan Program (GSL)
 - (a) Long term, low interest loans available to eligible students provided by private lending institutions.
 6. PLUS Loan Program
 - (a) Parent's loan for dependent undergraduates.
 - (b) Repayment begins within 60 days of disbursement.

PLAN THREE: MILITARY

Session One

TITLE: MILITARY: IS IT FOR ME?

- OBJECTIVES:**
1. To make students aware of some of the characteristics of the lifestyle of military personnel.
 2. To encourage students to take the Armed Services Vocational Aptitude Battery (ASVAB) and use the test results to explore specific careers.

**MATERIALS
NEEDED:**

1. Handout, "Military: Is It For Me?" one per student.
2. Booklet, *Taking the ASVAB*, one per student. (available from the local recruiter)

**LEARNING
ACTIVITIES:**

1. State that the military is an alternative career plan that provides delayed educational benefits. Distribute the handout, "Military: Is It For Me?" to each student. Instruct the students to read carefully and give honest "yes" or "no" answers to each question.
2. Discuss the completed exercise. If students answered "yes" to most of the questions indicate that the military is probably a good career plan to pursue.
3. Pass out the booklet, *Taking the ASVAB*, to each student. Tell students that taking the test is one of the first action steps necessary in exploring a career in the military. Give specific information regarding the time and location where the test will be given. Be sure students understand that taking the ASVAB does not commit them to a military career. It only measures vocational aptitudes and the primary value is in relating the test scores to jobs in the vocational-technical fields.

Notes:

MILITARY: IS IT FOR ME?

Session One

If you are considering military or have already decided on this plan, think over the questions listed below. These may give you some help in planning your short and long range goals.

- ___ Do you have a positive outlook on life?
- ___ Do you want to live away from home and be independent?
- ___ Do you like to meet new people?
- ___ Do you want to travel and are you willing to take an overseas assignment?
- ___ Can you live in an atmosphere where you have little or no privacy?
- ___ Can you accept a lifestyle with a set time to eat, get up, and go to bed?
- ___ Can you accept authority where you must do as you are told with no questions asked?
- ___ Are you interested in learning a technical skill that can be used as a livelihood throughout your life?
- ___ Do you want to pursue a career that offers fringe benefits such as early, well-paying retirement?
- ___ In case of war, are you willing to risk physical injury?
- ___ Do you want a career that offers leadership training to qualified personnel?
- ___ Do you want job security?

Additional areas to consider in planning your transitional year in the military.

1. **Self-application:** Work values are very important. If you apply yourself in a specific job and demonstrate an awareness of other jobs you will probably be considered N.C.O. (Non-Commissioned Officer) material and advancement will be much faster.
2. **Education:** Advancement is much faster if you have some post/secondary education. In five years you could advance to the position of Staff Sergeant with an associate degree.
3. **Leisure Time:** Most of your weekends will be free after basic training.
4. **Budget:** Check with the local recruiter regarding basic pay.
5. **Home Contact:** Make plans to keep in close contact with home. This is important to your well-being.
6. **Transportation:** You own transportation is not necessary.
7. **Social Services:** (churches, clubs, peer pressure)

PLAN THREE: MILITARY

Session Two

TITLE: CAREER EXPLORATION

- OBJECTIVES:**
1. To assist students in identifying their personality type(s) and relate this to career choices in the military.
 2. To make students aware of the resources available to aid in exploring career options.

- MATERIALS NEEDED:**
1. Handout, "*Personality Types and Career Choices*," one per student
 2. *Occupational Outlook Handbook*, *Dictionary of Occupational Titles*, *Computer and Microfiche Career Information Search Guides*, *Counselor's Handbook for Military Careers* and *How To Use Your ASVAB Results* booklet (available from local recruiter).

- LEARNING ACTIVITIES:**
1. Distribute the handout, "*Personality Types and Career Choices*," to each student.
 2. Discuss the handout and ask students to decide which personality type(s) most nearly describes them.
 3. Give students a copy of the booklet, *How To Use Your ASVAB Results*. Relate personality types to aptitude test results. Use the job groupings in the booklet and on the handout as a guide for career exploration.
 4. Display and explain the usage of the career resources available to assist in exploring careers.

Notes:

Personality Types And Career Choices

Session Two

Understanding who and what you are is important in making career decisions. The first page of The Transitional Year Plan encourages you to look at yourself as you make decisions regarding your plans for the first year out of high school. Your interests, abilities and aptitudes are factors that should be carefully considered as you explore career options.

Dr. John L. Holland has written a book in which he describes six different types of personalities. A brief description of each type and some examples of related careers are below.

After reading and discussing each type, place a check by the one(s) that most nearly describes you.

Realistic Type: Individuals with realistic personalities are typically practical, rugged and aggressive. These people are frequently called "blue collar" workers and prefer to work with tools, animals or machines. The military vocational aptitude test (ASVAB) high composite scores would be in the areas of trade technical and mechanical aptitudes.

Examples: Aircraft Hydraulic Repairer
 Electronics Technician
 Draftsman
 Auto Mechanic
 Aircraft Maintenance Specialist
 Jet Engine Repairer
 Machinist
 Aircraft Sheet Metal Worker

Investigative Type: The investigative type is more interested in working with words and ideas rather than physical things. These individuals like to perform scientific or laboratory work. The military vocational aptitude test (ASVAB) high composite scores would be in the areas of mathematics, verbal and academic ability. A high academic ability composite indicates a potential for post/secondary education.

Examples: Medical Technician
 Law Enforcement Specialist
 Meteorologist
 Radar Technologist
 Technical Engineering
 Computer Programmer
 Supply Management Specialist
 Intelligence Specialist

Artistic Type: Individuals with artistic type personalities are creative and usually very skillful in writing, music or art. Daydreams and creative expressions are more important than sports or politics. The military vocational aptitude test (ASVAB) high composite scores would be in the verbal and academic ability areas.

Examples:	Copy Writer	Medical Services
	Journalist	Public Relations
	Photography	Illustrating
	Air Traffic Control	Personnel Work

Social Type: This personality type is often involved in community service, education or health care. They are practical, flexible and dependable individuals who are interested in other people. High composite scores on the military aptitude test would be in the areas of verbal and academic ability.

Examples:

Military Police
Dental Technician Specialist
Educational Counselor
Psychiatric Technician
Social Work Assistant
Hospital Corpsman
Physical Therapy Aid
Physician's Assistant

Enterprising Type: Persons who exhibit the enterprising type personality tend to be energetic, enthusiastic and adventurous. They like to hold jobs where they can persuade others to perform some kind of action. High composite scores on the military aptitude test would be in the areas of verbal and academic ability.

Examples:

Flight Attendant
Radio-TV Announcer
Supply Management Specialist
Military Officers
Legal Services Specialist
Public Affairs Specialist
Hospital Administrator

Conventional Type: The conventional type personality tends to be good at precise, detail work. These individuals are usually neat, sociable, even-tempered and present a good first impression. High composite scores on the military aptitude test would be in the areas of perceptual speed, verbal and mathematics.

Examples:

Clerk-Typist
Court Reporter
File Clerk
Stock Control Clerk
Administrative Specialist
Computer Operator
Data Processing Specialist
Legal Services Assistant

What personality type describes you? _____

What are some possible career choices for you as indicated by your personality type(s) and your high composite scores on the Armed Services Vocational Aptitude Test Battery?

PLAN THREE: MILITARY

Session Three

TITLE: BRANCH SELECTION AND SERVICE CONTRACT

- OBJECTIVES:**
1. To provide students with an overview of each branch of the military services.
 2. To give specific information concerning processing and developing a military service contract.

**MATERIALS
NEEDED:** Resource speaker from each branch of the military services—Army, Navy, Air Force, Marines and National Guard.

- LEARNING
ACTIVITIES:**
1. Explain to the students that each branch of the military should be explained before making a commitment to military service.
 2. Introduce the resource speaker and encourage students to make notes and ask questions at the end of the presentation.

Notes:

PLAN THREE: MILITARY

Session Four

TITLE: LONG RANGE PLANNING

- OBJECTIVES:**
1. To make students aware of the benefits provided by the military.
 2. To emphasize the importance of making long range plans by contacting the educational counselor located on the military base.

- MATERIALS
NEEDED:**
1. Educational material provided by each branch of military services.
 2. Military Educational Specialist as a resource speaker.

- LEARNING
ACTIVITIES:**
1. Distribute selected military pamphlets to each student. Discuss the benefits offered—college education, technical training, advancement and retirement.
 2. Introduce the guest speaker and encourage students to participate in a question and answer session at the close of the presentation.

Notes:

PLAN FOUR: GAINFUL EMPLOYMENT

Session One

TITLE: GAINFUL EMPLOYMENT: WHAT TYPE OF JOB IS FOR ME?

- OBJECTIVES:**
1. To help students develop an awareness of work values and relate these to career choices.
 2. To assist students in identifying their personality type(s) and relate this to career choices.

- MATERIALS
NEEDED:**
1. Handout, "What I Want From a Job," one per student.
 2. Handout, "Career Choices," one per student.

- LEARNING
ACTIVITIES:**
1. Distribute the handout, "What I Want From a Job," to each student.
 2. Explain why students need to seriously consider job rewards in making a decision concerning a career. Have students complete this exercise. Discuss each area.
 3. Discuss the handout, "Career Choices," and ask students to identify their personality type and relate this to a possible career choice.

Notes:

WHAT I WANT FROM A JOB

Session One

Directions: Study the left-hand column and then rate yourself in the center columns as to how important each job reward is to you. Then study the right-hand column to find what types of jobs are most likely to offer you the job rewards you want.

Jobs Rewards	Very Important	Moderately Important	Not Important	Typical Jobs
1. High income (over \$20,000 a year)				Some professions; large business and farms; high-level saleswork; professional athletes; some jobs in entertainment
2. Middle income (\$8,000-\$20,000 a year)				Most professions and business; skilled trades; some sales and technical work; some jobs in entertainment
3. Moderate or lower income (below \$8,000 a year)				Clerical; some sales; operatives; service workers, laborers; farmers
4. Security				Government work; jobs with large companies having employees benefits plans; jobs in unionized industries
5. Risk or adventure				Some sales; jobs in advertising, entertainment; jobs abroad; starting a business or working for a new company
6. High standing in the community				Jobs requiring high degree of skill and education
7. Short hours				Most factory and routine office jobs
8. Interesting and varied responsibility; chance to exercise initiative and make own decisions				Most professions; most business at management level; some outside sales; some craft jobs
9. Vacations				Longest in Government work of all kinds

Job Rewards	Very Important	Moderately Important	Not Important	Typical Jobs
10. Early retirement				Law enforcement and firefighter's jobs; armed forces; some dangerous jobs; such as mining
11. Light, easy work				Routine assembly jobs; light sales jobs; many clerical jobs
12. Outdoors work				Surveying; some construction work; forestry; wildlife management; greenhouse, nursery, landscape work; tree surgery; orchard and farm work
13. Pleasant working conditions				Jobs in modern factories; offices; supermarkets; air-conditioned stores
14. Variety of duties everyday				Repair work of most kinds; sales work; installation of machinery or appliance; some office jobs
15. Chance to be creative				Tailoring and dress-making; cabinet-making and carpentry ; jobs in commercial art, advertising, publishing; interior decorating
16. Some duties everyday				Routine filing jobs; assemble jobs
17. Chance to be alone				Forestry; some laboratory jobs; jobs as night watchers; jobs as truck drivers
18. Chance to be with people				Saleswork; social service work; receptionist jobs; jobs as doctors' or dentists' assistants, jobs as waiters or waitresses

CAREER CHOICES

Session One

It is important to understand who and what you are. The first page of The Transitional Year Plan encourages you to look at yourself. Your interests, abilities and aptitudes should be carefully considered as you make your career choice.

Dr. John L. Holland has written a book in which he describes six different types of personalities. A brief description of each type and some examples of related careers are below.

After reading and discussing each type, place a check by the one(s) that most nearly describes you.

THE REALISTIC TYPE: Individuals with realistic personalities are typically practical, rugged and aggressive. These people are frequently called "blue collar" workers and prefer to work with tools, animals or machines.

Examples:	Architectural Drafter	Automobile Mechanic
	Dental Technician	Shipping Clerk
	Industrial Arts Teacher	Waiter/Waitress
	Electrician	Fish & Game Warden
	Baker	Bricklayer
	Optician	Plumber
	Welder	Truck Driver

THE INVESTIGATIVE TYPE: The investigative type is more interested in working with words and ideas rather than physical things. These individuals like to perform science or laboratory work.

Examples:	Dentist	Economist
	Medical-Lab Assistant	Pilot
	Computer Programmer	Psychiatrist
	Engineering Technician	Pharmacist
	Chemical Engineer	Geologist
	Computer Operator	Veterinarian
	Surgeon	Meteorologist

THE ARTISTIC TYPE: People with this personality type are creative and usually very skillful in writing, music or art. Daydreams and creative expressions are more important than sports or politics.

Examples:	Actor/Actress	Fashion Model
	English Teacher	Decorator
	Account Executive	Reporter
	Interior Decorator	Writer
	Architect	Artist
	Art Teacher	Photographer
	Musician	Fashion Artist

THE SOCIAL TYPE: This personality type is often involved in community service, education or health care. They are practical, flexible, and dependable individuals who are interested in other people.

Examples:	Police Officer	Teacher
	School Counselor	Cosmetologist
	Physical Therapist	Principal
	Social Worker	Librarian
	Funeral Director	Minister
	Coach	Nurse
	Dental Assistant	Camp Director

THE ENTERPRISING TYPE: People of the enterprising type tend to be energetic, enthusiastic and adventurous. They like to hold jobs where they can persuade others to perform some kind of action.

Examples:	Bank President	Politician
	Real Estate Sales Agent	City Manager
	Flight Attendant	Lawyer
	Automobile Salesperson	Sales Clerk
	Insurance Agent	Judge
	Radio/TV Announcer	Travel Guide
	Warehouse Supervisor	Buyer

THE CONVENTIONAL TYPE: The conventional type tends to be good at precise, detail work. They are usually neat, sociable, even-tempered and present a good first impression.

Examples:	Office Worker	Bookkeeper
	Key Punch Operator	File Clerk
	Business Teacher	Stenographer
	Bank Teller	Telephone Operator
	Cashier	Typist
	Sewing Machine Operator	File Clerk
	Data Processing Clerk	Court Reporter

What personality type best describes you? _____

What are some possible career choices for you as indicated by your personality type(s)?

PLAN FOUR: GAINFUL EMPLOYMENT

Session Two

TITLE: **JOB SEARCH STRATEGY**

- OBJECTIVES:**
1. To help students understand the importance of geographical location in relation to possible places of employment.
 2. To explore various resources that will assist the students in locating employment possibilities.
 3. To encourage each student to identify specific places to seek employment.

- MATERIALS
NEEDED:**
1. A city or state map of the geographical location where you plan to seek employment.
 2. Poster to illustrate networking. (optional)
 3. Classified ad section of a local newspaper.
 4. Telephone Directories (available from the local telephone company for instructional purpose).
 5. Handout, "Job Search Strategy," one per student.

- LEARNING
ACTIVITIES:**
1. Distribute the handout, "Job Search Strategy," to each student.
 2. Ask students to complete questions one and two on the handout.
 3. Illustrate the related activity by using a city map.
 4. Discuss various resources available for locating employment possibilities. Demonstrate how to use networking, the classified ad section of the newspaper and the yellow pages of the telephone directory.
 5. Encourage students to list ten specific places of employment that hire employees who have interests, abilities and aptitudes similar to their qualifications.

Notes:

JOB SEARCH STRATEGY

Session Two

1. List the type of specific jobs that you are interested in pursuing as a career. (Use the information on career choices and work values from session one.)

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

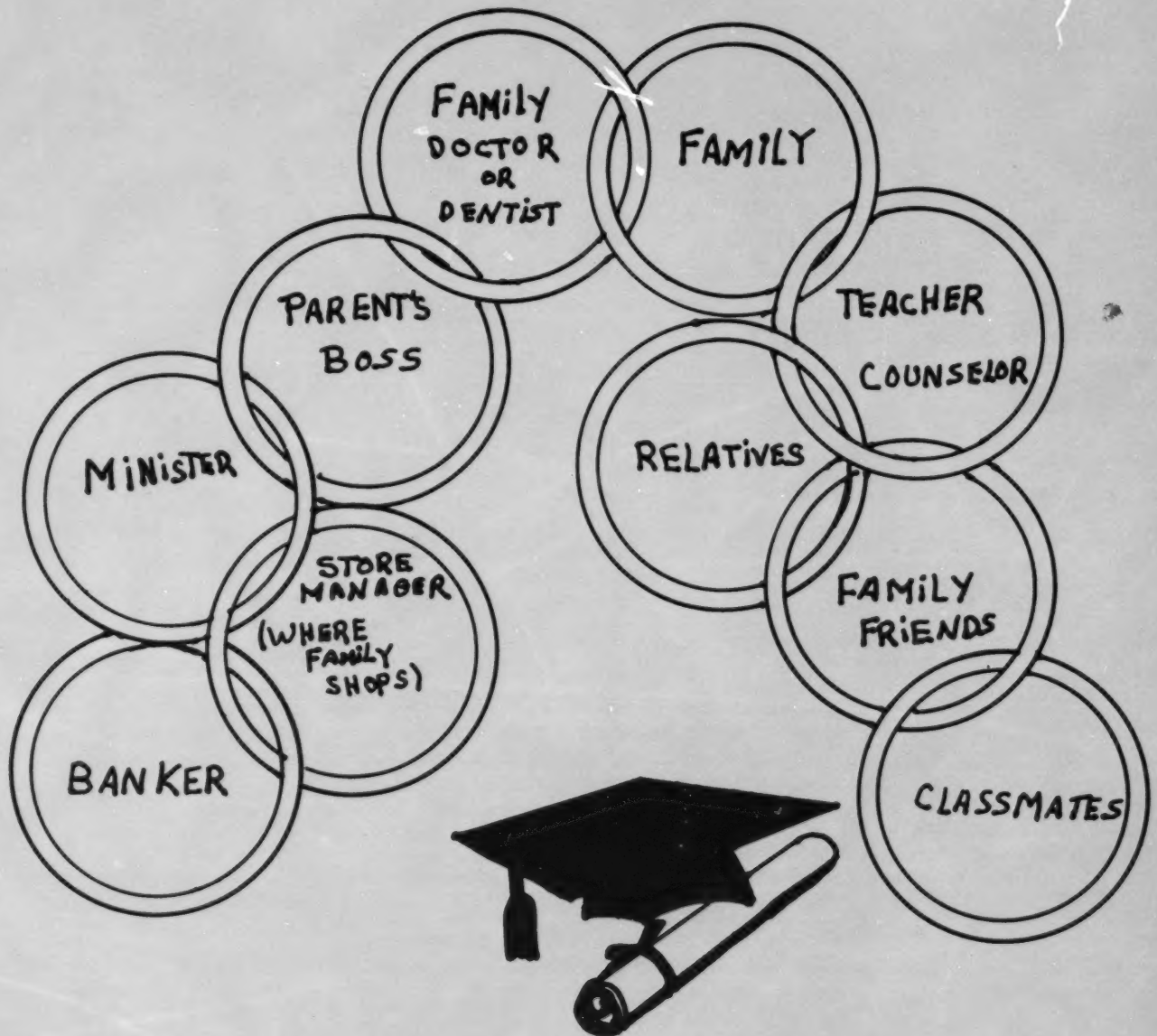
2. What specific area or location do you want to work? _____

Related Activity

- a. If you live in Little Rock or Pulaski County area decide the longest time or distance you are willing to commute.
 - b. Get a city map and cut a piece of string the length of your map distance.
 - c. Stick a pencil through one end, a pin at the other and swing a full circle with the pencil. This is the area to start your job hunting.
 - d. If you want to go to another city or state, write the Chamber of Commerce for information.
3. How do you find out where there are job openings?
1. Apply directly to employers
 - a. Use telephone directory for job leads.
 2. Ask friends and family for job leads.
 - a. Networking
 3. Consult newspaper ads
 - a. Clip the classified ads that advertise an opening in the specific job area in which you are interested for two weeks or longer. Tape these to paper and write down which ones you would actually apply for and why.
 - b. Make job application to any that interest you.
 4. State Employment Security Division (ESD)
 - a. Many companies use these services which are provided free to the employer and the employees.
 5. Private Employment Agencies
 - a. These agencies usually charge a fee for assistance in your job search.
4. Identify and list ten specific employers that hire employees with interests, abilities and aptitudes similar to yours.

Name of company	Address	Telephone	Job You Seek
-----------------	---------	-----------	--------------

NETWORKING
Session Two



PLAN FOUR: GAINFUL EMPLOYMENT

Session Three

TITLE: WRITING A RESUME

OBJECTIVE: To teach students how to prepare a resume that will assist them in obtaining a job.

**MATERIALS
NEEDED:** Handout, "Writing a Resume," one per student.

**LEARNING
ACTIVITIES:**

1. Define resume as "a brief account of an applicant's work and educational experience that qualifies an individual for a job."
2. Explain there are several formats to use in writing a resume. However, we are going to use a format that is best suited to a high school graduate.
3. Distribute the sample resume and discuss the information used in writing a resume.
4. Ask students to write a resume. The information recorded on page one of The Transitional Plan should be helpful in the preparation of the resume.
5. Encourage students to have their resume typed and to make several copies for future use.

Notes:

WRITING A RESUME

Session Three

NAME: Dana Jane Smith

ADDRESS: 1607 Dixon Road
Little Rock, Arkansas 72206

TELEPHONE: (501) 490-1104
(501) 565-8802 -Message number

EMPLOYMENT OBJECTIVE: To obtain permanent employment as a secretary.

ABILITIES: Type 60 wmp; Shorthand 85 wmp; Skills in using office machines;
Excellent English skills.

EDUCATION: Wilbur D. Mills High School
Little Rock, Arkansas 72206
Graduate: 1983
Emphasis: Vocational Business Courses

EXPERIENCE: 1983 - Present, Typist, All State Insurance Company (part-time)

ACTIVITIES: Future Business Leaders of America President
School Band
School Newspaper Staff
Active in local church youth group

REFERENCES: (with permission)
Mr. Ed E. Watts
Vice-Principal
Mills High School
1300 Dixon Road
Little Rock, AR 72206
(501) 490-1400
Mrs. Irene Glover
Business Education Teacher
Mills High School
1300 Dixon Road
Little Rock, AR 72206
(501) 490-1400
Mr. Bill Sheets
Manager
All State Insurance
225 Main Street
Little Rock, AR 72201
(501) 372-8809

PLAN FOUR: GAINFUL EMPLOYMENT

Session Four

TITLE: APPLICATION FORMS

- OBJECTIVES:**
1. To help students realize the importance of learning how to correctly fill out an application for employment.
 2. To assist students in filling out an application to be used for obtaining employment.
 3. To give the students some follow-up techniques to aid in seeking employment.

**MATERIALS
NEEDED:**

1. Sample application form, one per student.
2. Blank application form, one per student.

**LEARNING
ACTIVITIES:**

1. Explain that most companies require the same basic information on applications. Therefore, it is important to have all personal data ready when students go to apply for a job. Most employers allow between 7-10 minutes for an application form.
2. Give students a sample application form and discuss each item. State that under the present law, it is illegal to ask questions in regard to age, marital status, race or national origin on an application blank. However, many companies still request this information. If students do not wish to answer these questions, tell them to indicate they will discuss the matter during the interview. Tell students to answer all questions on the application. If the question does not apply to them, fill the blank with N/A (not applicable).
3. Distribute a blank application form to students and ask them to fill it out using their personal information. Encourage students to take the completed form with them when applying for a job.
4. Review the follow-up techniques.

Notes:

SAMPLE APPLICATION FORM

Session Four

(PLEASE PRINT OR TYPE)

Date May 16,

NAME: Smith, Dana Jane

ADDRESS: 1607 Dixon Road, Little Rock, AR 72206

TELEPHONE: 501 490-1104 Home

Area Code

501 565-8802 Message Number

Area Code

SOCIAL SECURITY NUMBER: 446-30-1882

EDUCATION:	Name and Location	Years Attended	Degree
Grade School	<u>Landmark Little Rock, AR</u>	<u>6</u>	
Junior High	<u>Fuller Junior Little Rock, AR</u>	<u>3</u>	
High School	<u>Wilbur D. Mills Little Rock, AR</u>	<u>3</u>	<u>Diploma</u>
College			
Vocational/Trade			

Subjects of Special Study Typing, Shorthand, Business Office Machines, Expository Drafting

Extracurricular Activities Future Business Leaders of America, School Paper Staff, Student Council, Band

PREVIOUS EMPLOYMENT:

Company Allstate Insurance Location Little Rock, AR Phone 372-7809
 Position Typist (Part Time) Supervisor Mr. Bill Sheets
 Dates Worked from Sept. 19 to Present Salary \$4.00 per hr.
 Reason for Leaving Need Full Time Employment

Company N/A Location N/A Phone N/A
 Position N/A Supervisor N/A
 Dates Worked from N/A to N/A Salary N/A
 Reason for Leaving N/A

TYPE OF JOB DESIRED: Secretary
 DATE AVAILABLE FOR EMPLOYMENT: June 19,
 EXPECTED SALARY: Open

REFERENCES: (with permission)

	Name	Address and Telephone	Company Name, Address and Telephone	Position or Title
1.	Mr. Ed Watts	25 Mavis Drive Little Rock, AR (501) 565-0014	Mills High School 1300 Dixon Road Little Rock, AR (501) 440-1400	Vice-Principal
2.	Mr. Bill Sheets	10004 Republic Little Rock, AR (501) 562-9915	Allstate Insurance 225 Main Street Little Rock, AR (501) 372-9832	Manager
3.	Mrs. Irene Glover	2002 Rice Little Rock, AR (501) 440-6289	Mills High School 1300 Dixon Road Little Rock, AR (501) 440-1400	Business Education Teacher

Suggested Follow-up Techniques:

1. A telephone call to the person who interviewed you or accepted your application. Do not call back more than once a week.
2. Follow-up visit to the employer to let him/her know you are sincerely interested in a position with their company.
3. A brief thank-you note to the interviewer.

SAMPLE APPLICATION FORM

Session Four

(PLEASE PRINT OR TYPE)

Date _____

NAME: _____

ADDRESS: _____

TELEPHONE: _____ Home

Area Code

Message Number

Area Code

SOCIAL SECURITY NUMBER _____

EDUCATION: Name and Location Years Attended Degree

Grade School

Junior High

High School

College

Vocational/Trade

Subjects of Special Study _____

Extracurricular Activities _____

PREVIOUS EMPLOYMENT:

Company _____ Location _____ Phone _____

Position _____ Supervisor _____

Dates Worked from _____ to _____ Salary _____

Reason for Leaving _____

Company _____ Location _____ Phone _____

Position _____ Supervisor _____

Dates Worked from _____ to _____ Salary _____

Reason for Leaving _____

TYPE OF JOB DESIRED: _____

DATE AVAILABLE FOR EMPLOYMENT: _____

EXPECTED SALARY: _____

REFERENCES: (with permission)

	Name	Address and Telephone	Company Name, Address and Telephone	Position or Title
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
	_____	_____	_____	_____

Suggested Follow-up Techniques:

1. A telephone call to the person who interviewed you or accepted your application. Do not call back more than once a week.
2. Follow-up visit to the employer to let him/her know you are sincerely interested in a position with their company.
3. A brief thank-you note to the interviewer.

PLAN FOUR: GAINFUL EMPLOYMENT

Session Five

TITLE: INTERVIEW PLAN

- OBJECTIVES:**
1. To help students develop an interview plan that will assist in obtaining a job.
 2. To review interview techniques.

**MATERIALS
NEEDED:**

1. Handout, "Interview Plan," one per student.
2. Handout, "How To Sell Yourself To An Employer," one per student.

**LEARNING
ACTIVITIES:**

1. Distribute the handout, "Interview Plan," to each student.
2. Discuss each question or topic usually covered during an interview.
3. Distribute the handout, "How To Sell Yourself To An Employer," to each student. Read aloud and discuss each of the interview techniques.
4. Demonstrate an interview.

Notes:

INTERVIEW PLAN

Session Five

If you successfully completed identifying ten specific places of possible employment and completed your resume, you are ready to develop an interview plan which is the next step toward reaching your career goal.

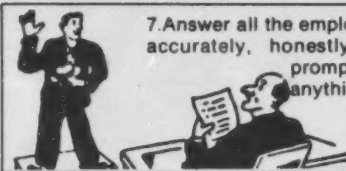
Read the handout, "How To Sell Yourself To An Employer." The interview is like a sales presentation—you are selling yourself. The following are some basic questions or topics usually covered during an interview.

1. Tell me about yourself.
 - (a) Include your educational background, your interests and career goals.
2. What are your skills? (What do you have to offer? Why should my company hire you?)
 - (a) Include all the education or experience you have had that relates to the job for which you are applying.
 - (b) Sell yourself to the employer. If you have not had any experience or training explain that you are a fast or willing learner and feel that you could do the job if given the chance.
3. Why do you want to work for our organization?
 - (a) Do your homework before the interview. Be prepared with questions about the job and the company.
 - (b) Information about the organization where you will apply for a job is available from several of the following sources: leaflets and brochures published by the company; advertisements for its products; and present or past employers.
4. What is your salary range?
 - (a) Check newspapers, employment agencies and with companies employing workers with your skills. Decide on the range you feel you could accept or be prepared to respond with "average for the position."
 - (b) Ask about the fringe benefits—The salary may be lower than you want but the benefits may more than offset the difference.

*HOW TO SELL YOURSELF TO AN EMPLOYER



1. Study your qualifications and abilities and arrange this knowledge in your mind so that you can present it briefly and clearly during the interview.



7. Answer all the employer's questions accurately, honestly, frankly and promptly. Never say anything on which you would be unable to make good.



13. Do not criticize others, including past employers or associates.



2. Learn as much as you can beforehand about the firm to which you apply. Don't be afraid to ask questions about it and your job.



8. Be able to give a continuous record of all your jobs, dates of employment, wages received, the exact nature of your work, and the reason you left. This information is important to the employer.



14. Avoid mention of your personal, domestic, or financial troubles. The employer is interested only in what you can do and how well you can do it - in other words of what value you can be to him.



3. Be prompt. Keep your appointments to the minute.



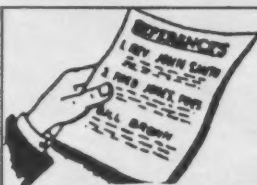
9. When asked, point out the value derived from your training and past experience which will carry over to the job for which you are applying.



15. Be polite and courteous, and show due respect for the person interviewing you. Don't become familiar or try to win favor by addressing him as "Jack" or "Buddy".



4. Make a presentable appearance, be clean, neat, and dress as well as you can afford. Don't overdress or wear gaudy clothes. Women should avoid gaudy makeup.



10. Be able to give as references the names of at least three responsible and reliable people who know you well.



16. Do not become discouraged if, during your first interview, you become nervous and fail to present yourself favorably. Employers understand and make allowances. Deliberately seek interviews and improve your presentation each time.



5. Avoid taking anyone with you to apply for a job. The employer wants to talk to you.



11. Speak with a feeling of confidence and enthusiasm, but do not bluff or exaggerate, use good English, speak distinctly, and don't talk too much.



17. Even if the prospect of an immediate job is not possible, the interviewer's advice regarding future openings should be considered. Such suggestions sometimes lead to a job.



6. Watch your posture. create a good impression by assuming a graceful position in the chair. Don't yawn or slouch.



12. Avoid any arguments with your prospective employer.



18. Feel sure that you are really interested in the type of work you are applying for.

*Employment Security Division

PLAN FOUR: GAINFUL EMPLOYMENT

Session Six

TITLE: KEEPING A JOB

OBJECTIVE: To assist students in understanding that skills needed for keeping a job are different from those needed for obtaining a job.

**MATERIALS
NEEDED:** Handout, "Keeping a Job," one per student.

**LEARNING
ACTIVITIES:**

1. Distribute the handout, "Keeping a Job," to each student.
2. Discuss each reason why a worker is fired or dismissed from a job.
3. State that job success is up to each individual. Encourage students to work as hard at keeping their job as they did in getting the job.

Notes:

KEEPING A JOB

Session Six

Keeping a job requires some skills that are different from those needed for interviewing and obtaining a job. Studies show that more workers lose their jobs due to poor character qualities than to lack of skill. The following are the most common reasons a worker is dismissed or fired from a job.

1. Carelessness
2. Unwilling to follow rules
3. Laziness
4. Absent or tardy without causes
5. Trouble maker
6. Gives too much attention to outside interests
7. Lacks initiative
8. Has too little or too much ambition
9. Disloyalty
10. Is irresponsible
11. Lack of adaptability
12. Dishonesty or misrepresentation

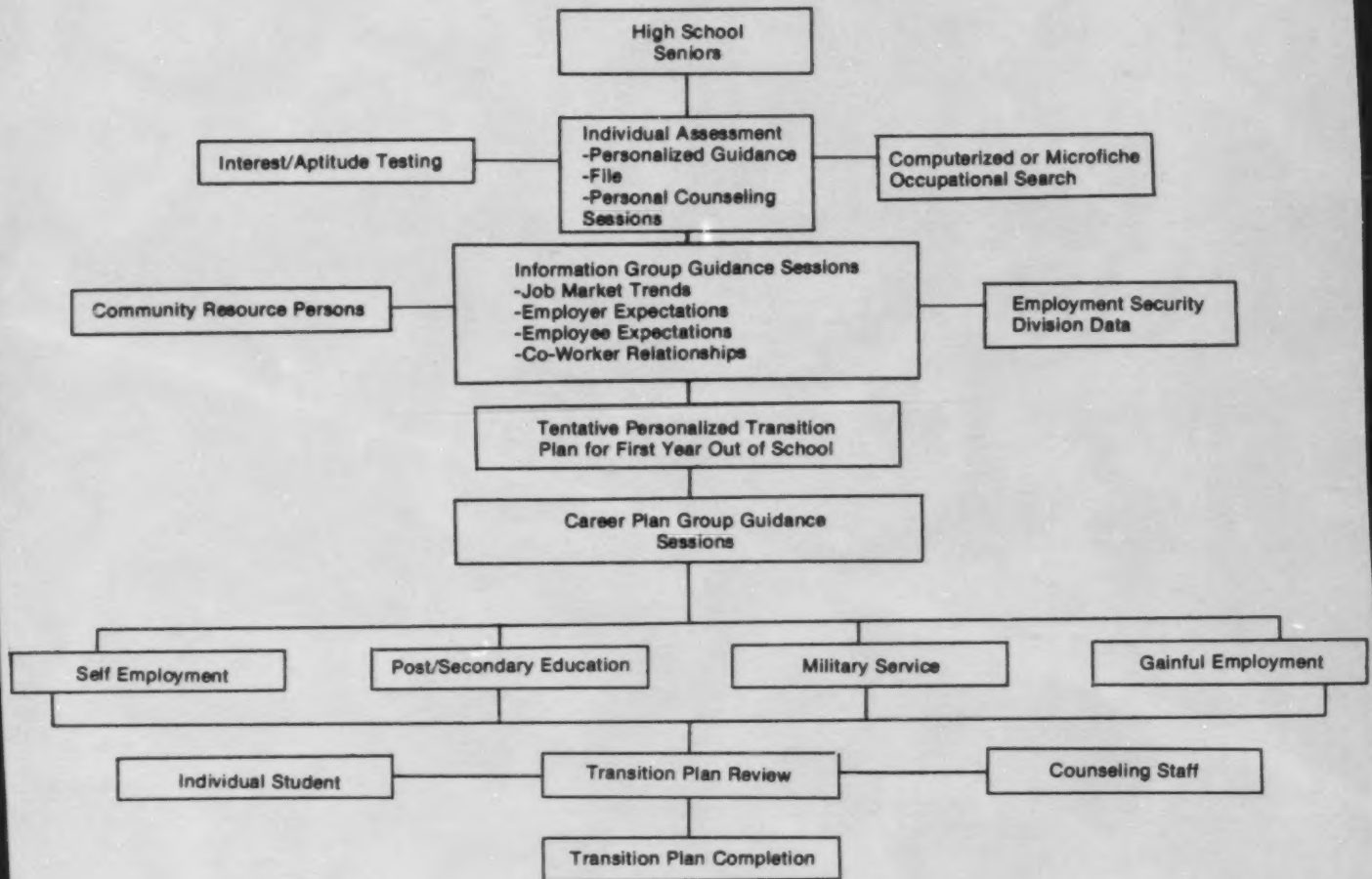
You will want to get ahead in your field of work. Be sure and find out what it takes to advance within the organization. Set your goals high and make your plans to reach the goals.

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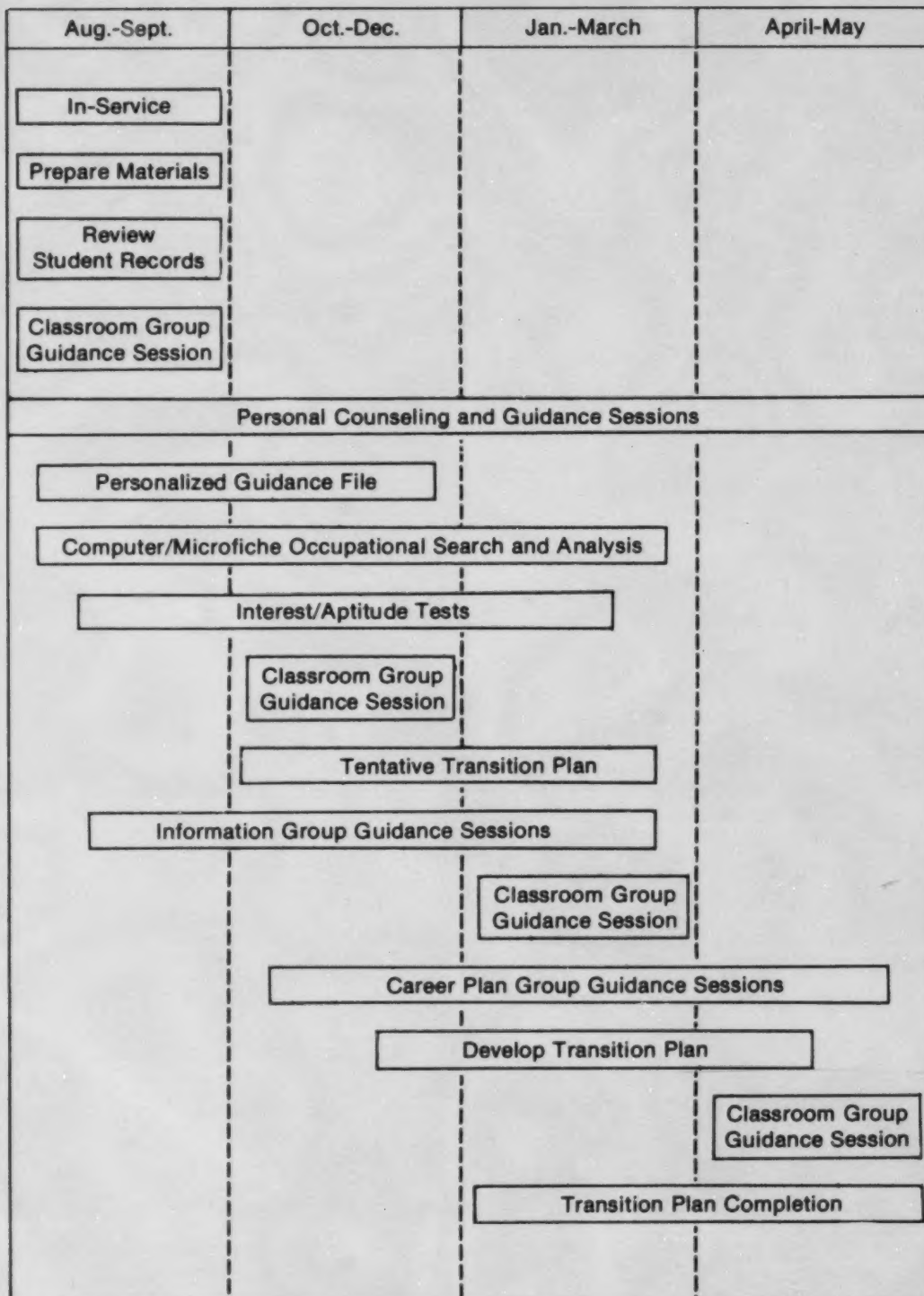
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APPENDICES

APPENDIX A
PROCEDURAL MODEL
The Transitional Year Plan
 (A systematic approach to career placement)



APPENDIX B
TIME MANAGEMENT CHART



APPENDIX C

THE TRANSITIONAL YEAR (A SYSTEMATIC APPROACH TO CAREER PLACEMENT)

**PERSONALIZED TRANSITIONAL PLAN
FOR**

Date

**Local School
Anywhere, U.S.A.
Telephone**

PERSONALIZED TRANSITIONAL PLAN

The first year out of high school is a difficult time for most individuals. It is hoped that by developing a written personalized transitional year plan, you can successfully reach the goal(s) you have established for your first year after high school graduation.

I. Look at Yourself

Interests: Think of 5 things you have enjoyed doing the past three years. (Include school activities, special projects, and hobbies)

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | |

Things you like to do are good indicators of the kind of work you would enjoy and be successful in.

Abilities: Write down 5 things you are able to do well that would help you achieve your career goal. (For example: type 50 wpm., repair automobiles, work chemical equations, do art work, write stories, etc.)

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | |

Careers related to areas you are able to do successfully should be considered when making your career choice.

Aptitudes: List 3 things you feel you could learn to do if you had the opportunity.

- | |
|----------|
| 1. _____ |
| 2. _____ |
| 3. _____ |

Explore career areas in which you may have an interest. Aptitudes will not show if a person does not use them to develop abilities.

II. Goals and Values

Goals are specific things or purposes toward which you work and make definite plans to achieve.

Values are the importance or worth of specific things or purposes you hope to achieve. Goals you set for yourself usually come out of your values. Work and life values play an important role in your career decision.

A summary of work values is given in the following list. Study the list and rate each of the values from your highest priority (1) to your lowest priority (8).

Work Values: (Rank 1-8)

Your Priorities

- | | |
|---|-------|
| 1. Personal Recognition (Acknowledgement by others of your accomplishments) | _____ |
| 2. Stability (Steady employment with reasonable job security) | _____ |
| 3. Money (Ability to buy necessities as well as luxuries) | _____ |
| 4. Self-Satisfaction (Positive concept of yourself and accomplishment of personal goals) | _____ |
| 5. Leadership (Provide opportunity for management role) | _____ |
| 6. Advancement (Opportunity to progress in your career through education, on-job training, in-service and experience) | _____ |
| 7. Leisure Time (Work schedule allows time for personal interests) | _____ |
| 8. Fringe Benefits (Additional advantages such as paid vacation, hospital benefits, retirement and investment plans) | _____ |

There may be additional values you wish to include. Please list them below and include in your priority rating.

III. Goal Setting

There are two types of goals: *short range* and *long range*. Short range goals are those reached in a short period of time, usually one year or less. Long range goals are those achieved in five years or longer.

Achievable goals should be:

- *Specific (Secretary, truck driver, chemical engineer)
- *Measurable (License, degree, certificate, diploma, employment)
- *Realistic in terms of time and ability
- *Set for a target completion date

Select one (or a combination) of the following plans. Fill in the blanks with the specific information as related to your goal.

PLAN	SHORT RANGE GOAL	LONG RANGE GOAL
1. SELF-EMPLOYMENT	_____	_____
	Job Title	Job Title
_____	_____	_____
Type of Business	Completion Date (One Year or Less)	Completion Date (2-5 Years or More)
_____	_____	_____
2. POST/SECONDARY EDUCATION		
_____	_____	_____
Name of Institution	Field of Study	Job Title

		Completion Date (5 Years)
_____	_____	_____
3. MILITARY		
_____	_____	_____
Branch	Job Title	Job Title/Rank
_____	_____	_____
Duty Location	Rank	Completion Date (5 Years)
_____	_____	_____
4. GAINFUL EMPLOYMENT		
_____	_____	_____
Company or Organization	Job Title	Job Title
	_____	_____
	Completion Date (One Year or Less)	Completion Date (5 Years)

IV. Action Steps

After setting your transitional year goal it is important to plan specific action steps in order to achieve the goal. Complete each necessary action step as you progress toward your goal. Suggested action steps are outlined below. As you accomplish each step, place a check by it and record the step and completion date. Individual and group guidance sessions will be conducted to assist with action steps.

Self-Employment

- ___1. Self exploration—Do you have what it takes to own and manage your own business?
 - ___2. Write down the advantages and disadvantages of owning your own business.
 - ___3. Decide on the type of business you plan to establish—retail, construction, manufacturing or service.
 - ___4. Contact outside resources for assistance (Small Business Administration, banker, business owners).
 - ___5. Attend a pre-business workshop.
 - ___6. Prepare a business plan.
 - ___7. Arrange financing.
-

Post/Secondary Education

- ___1. Career Objective—identify interests (computer and microfiche career information searches, interest inventory tests, aptitude test, *Occupational Outlook Handbook*).
 - ___2. In-depth information search of schools that match the characteristics that are important to you.
 - ___3. Required admission test(s) taken and sent to selected schools.
 - ___4. Campus visits to selected schools.
 - ___5. Application submitted to selected school(s) meeting deadlines for scholarship and financial assistance.
 - ___6. Housing application and required deposit submitted.
 - ___7. Financial aid form completed and sent to processor.
-

Military:

- ___1. Career Objective (refer to number one post/secondary steps).
 - ___2. Required qualifying test taken (ASVAB).
 - ___3. Recruiting interviews and analysis of your ASVAB results by recruiters from various branches of the military.
 - ___4. Selection of branch and military occupation.
 - ___5. Service Contract and Processing.
 - ___6. Swear in.
 - ___7. Long range planning goals.
-

Gainful Employment:

- ___1. Career Objective (refer to number one post/secondary steps).
- ___2. Identify specific job(s) for which you plan to apply.
- ___3. Identify specific prospective employers.
- ___4. Gather information about each prospective place of employment.
- ___5. Prepare a resume.

- ___6. Application forms properly filled out and submitted to prospective employers.
- ___7. Interview Plan.
- ___8. Follow-up after submitting application and/or interview.
- ___9. Employment
- ___10. Plans for advancement and keeping the job.

My short range goal is: _____
 (what you specifically plan to accomplish the transitional year toward your career goal)

Short Range Action Steps	Completion Date	Short Range Action Steps	Completion Date
1. _____	_____	6. _____	_____
2. _____	_____	7. _____	_____
3. _____	_____	8. _____	_____
4. _____	_____	9. _____	_____
5. _____	_____	10. _____	_____

My long range goal is: _____
 (What you specifically plan to accomplish in five years toward your career goal)

Long Range Action Steps	Completion Date	Long Range Action Steps	Completion Date
1. _____	_____	3. _____	_____
2. _____	_____	4. _____	_____

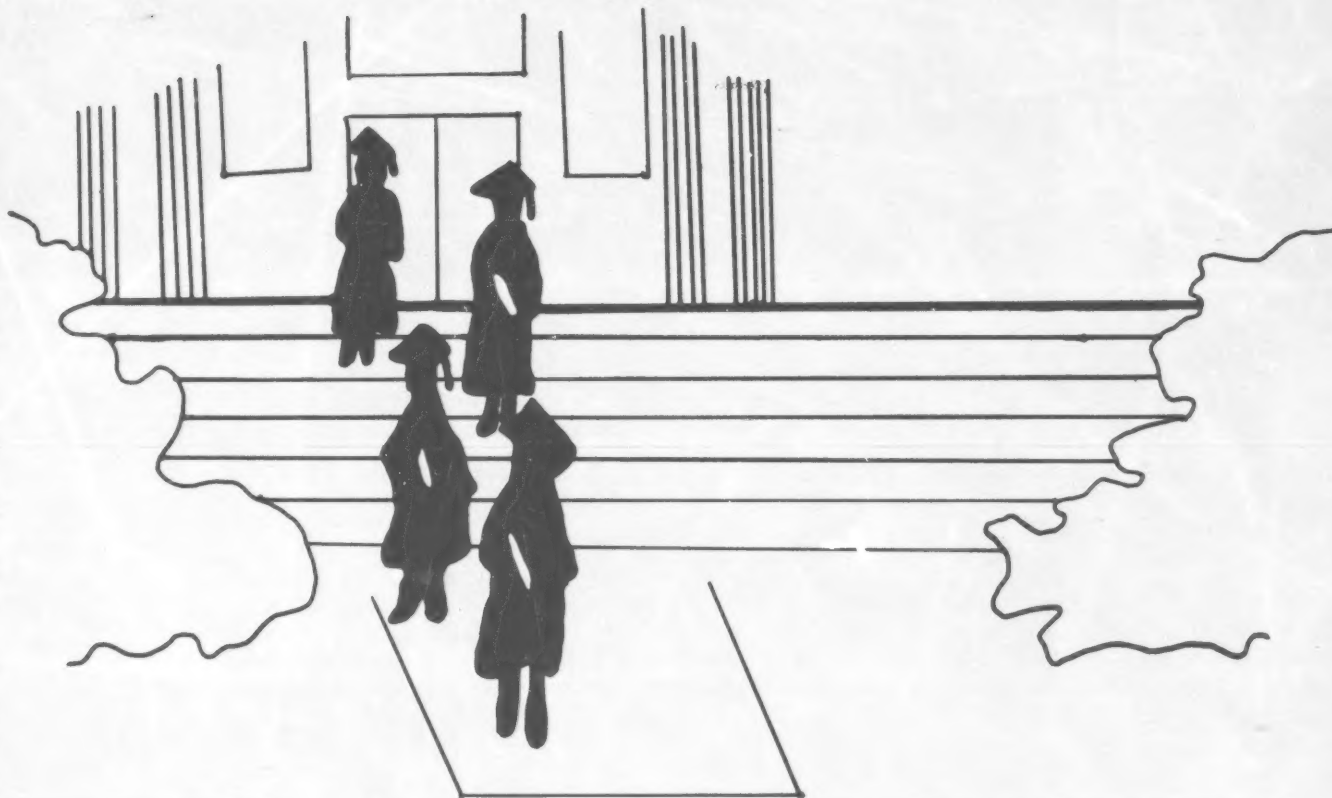
V. Factors Affecting Career Planning and Decisions

Place a check by the factors you feel would affect your transitional year plan. Consider how you would modify your career plan if any of these situations happened to you.

- ___ Physical injury or health related conditions
- ___ Family obligation to elderly parents or grandparents
- ___ Marriage and birth of children
- ___ Natural disasters (fire, flood, tornado, etc.)
- ___ Family death
- ___ Loss of job or job transfer
- ___ Divorce
- ___ Technological advances
- ___ Change of goals

Additional changes _____

Future Success depends on you !



VI. Conclusion

This written transitional year personalized plan has been designed to serve as a guide toward helping you accomplish your career goals. Career decisions will be made throughout your life and the preparations made during your senior year in high school will affect your future career success.

APPENDIX D

ACTION STEPS

Self-Employment

- ___1. Self exploration—Do you have what it takes to own and manage your own business?
 - ___2. Write down the advantages and disadvantages of owning your own business.
 - ___3. Decide on the type of business you plan to establish—retail, construction, manufacturing or service.
 - ___4. Contact outside resources for assistance (Small Business Administration, banker, business owners).
 - ___5. Attend a pre-business workshop.
 - ___6. Prepare a business plan.
 - ___7. Arrange financing.
-

Post/Secondary Education

- ___1. Career Objective—identify interests (computer and microfiche career information searches, interest inventory tests, aptitude test, *Occupational Outlook Handbook*).
 - ___2. In-depth information search of schools that match the characteristics that are important to you.
 - ___3. Required admission test(s) taken and sent to selected schools.
 - ___4. Campus visits to selected schools.
 - ___5. Application submitted to selected school(s) meeting deadlines for scholarship and financial assistance.
 - ___6. Housing application and required deposit submitted.
 - ___7. Financial aid form completed and sent to processor.
-

Military:

- ___1. Career Objective (refer to number one post/secondary steps).
 - ___2. Required qualifying test taken (ASVAB).
 - ___3. Recruiting interviews and analysis of your ASVAB results by recruiters from various branches of the military.
 - ___4. Selection of branch and military occupation.
 - ___5. Service Contract and Processing.
 - ___6. Swear in.
 - ___7. Long range planning goals.
-

Gainful Employment:

- ___1. Career Objective (refer to number one post/secondary steps).
- ___2. Identify specific job(s) for which you plan to apply.
- ___3. Identify specific prospective employers.
- ___4. Gather information about each prospective place of employment.
- ___5. Prepare a resume.
- ___6. Application forms properly filled out and submitted to prospective employers.
- ___7. Interview Plan.
- ___8. Follow-up after submitting application and/or interview.
- ___9. Employment
- ___10. Plans for advancement and keeping the job.

APPENDIX E

CAREER PLAN GROUP GUIDANCE SESSIONS

PLAN 1: SELF-EMPLOYMENT

Session One:	Self Exploration: Is Owning a Business for Me?
Session Two:	Type of Business To Be Established
Session Three:	Pre-Business Workshop
Session Four:	Follow-up: Pre-Business Workshop

PLAN 2: POST/SECONDARY EDUCATION

Session One:	Post/Secondary Education: Is It For Me?
Session Two:	Interest Identification (Possible Major and/or Career Selection)
Session Three:	Institutional Selection
Session Four:	Financial Sources

PLAN 3: MILITARY

Session One	Military: Is It For Me?
Session Two:	Career Exploration
Session Three:	Branch Selection and Service Contract
Session Four:	Long Range Planning

PLAN 4: GAINFUL EMPLOYMENT

Session One:	Gainful Employment: What Type Of Job Is For Me?
Session Two:	Job Search Strategy
Session Three:	Writing a Resume
Session Four:	Application Process
Session Five:	Interview Plan Follow-Up
Session Six:	Keeping a Job

APPENDIX F
CAREER SURVEY
SMALL GROUP SESSIONS

Name _____ Homeroom _____ Teacher _____

Plans are being made to conduct small in-depth career guidance sessions in each of the four career options: self-employment, post/secondary education, military and gainful employment. The groups will consist of 15-20 students and the number of sessions will depend on the interests of the participants. If you would like to participate in a career group, please indicate the most convenient time for you.

Homeroom	M	Tu	W	Th	F	
Study Hall	M	Tu	W	Th	F	
Period	1	2	3	4	5	6

Please check the career plan you are interested in exploring.

Plan 1: Self-Employment _____

Plan 2: Post/Secondary Education _____

Plan 3: Military _____

2 year college _____

Plan 4: Gainful Employment _____

4 year college _____

Vocational School _____

APPENDIX G
SAMPLE STUDENT NOTICE

FROM: _____
 Vocational Counselor

TO: _____

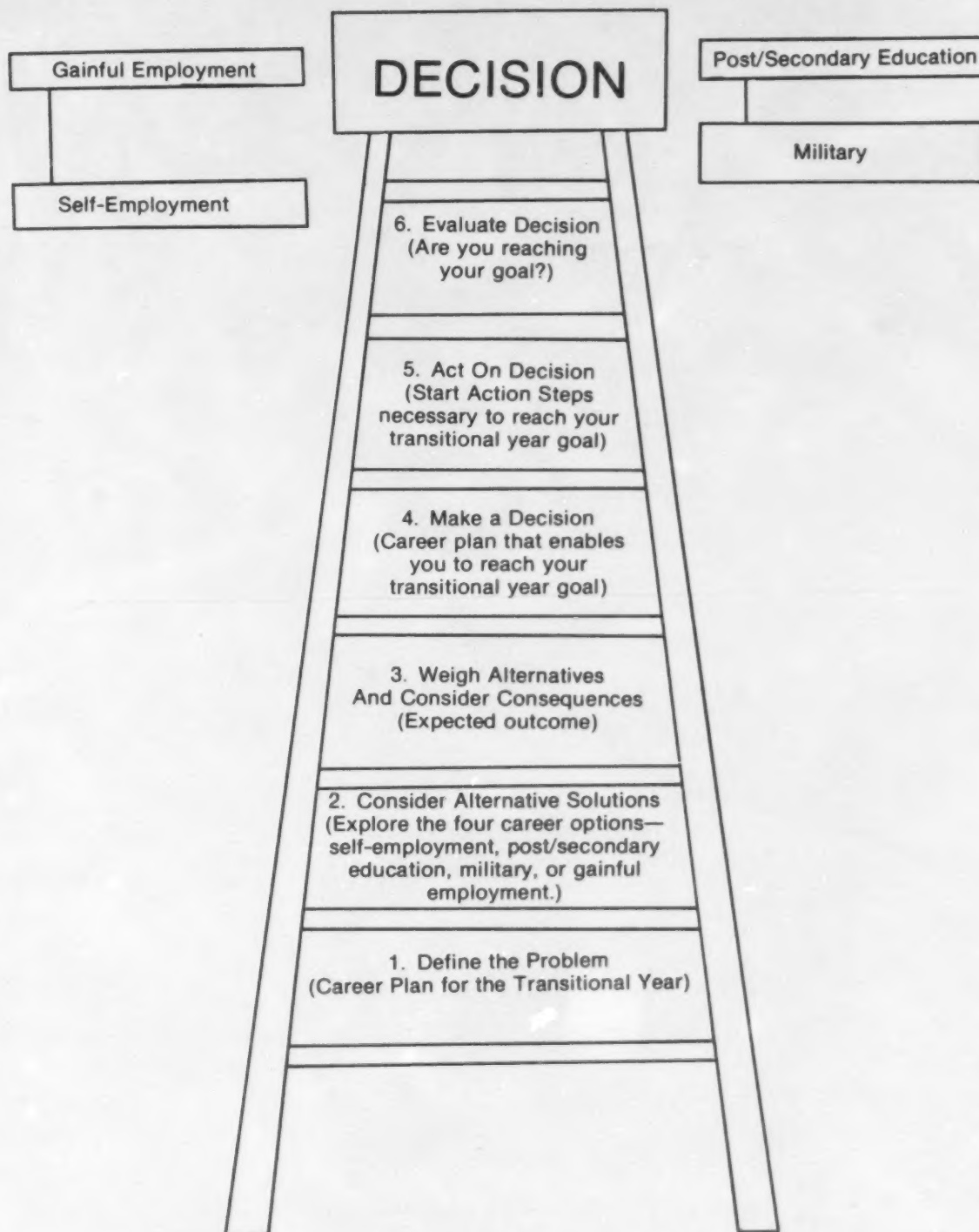
DATE: _____

SUBJECT: _____

The 1st session will be today during homeroom in the cosmetology classroom. Check with your homeroom teacher and come to the meeting as soon as possible.

Transparency Masters

DECISION MAKING STEPS



INTERESTS, ABILITIES AND APTITUDES



Abilities
Activities you
do well.



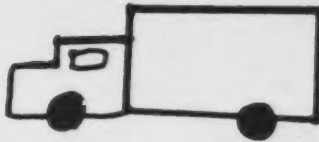
Aptitudes
Ability to learn
or develop
certain skills.

GOALS

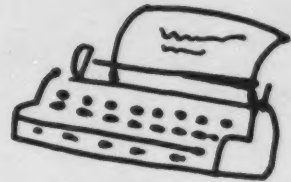
DOCTOR



TRUCK DRIVER



SECRETARY



ATHLETE



MUSICIAN



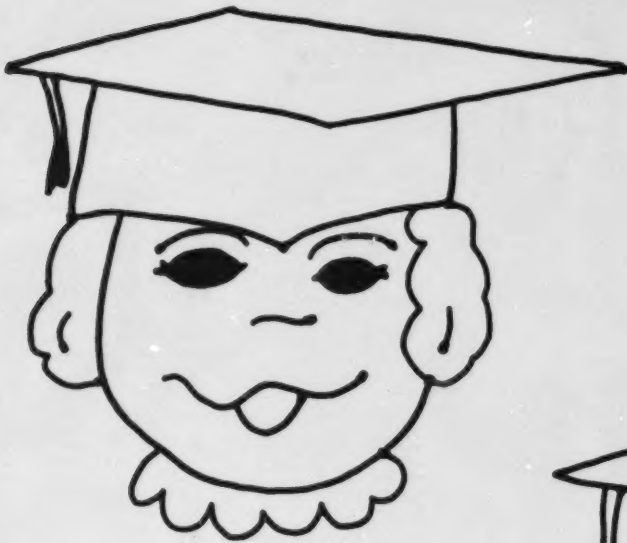
ARTIST



TEACHER



VALUES



A red camaro
with velour
interior is
for me!

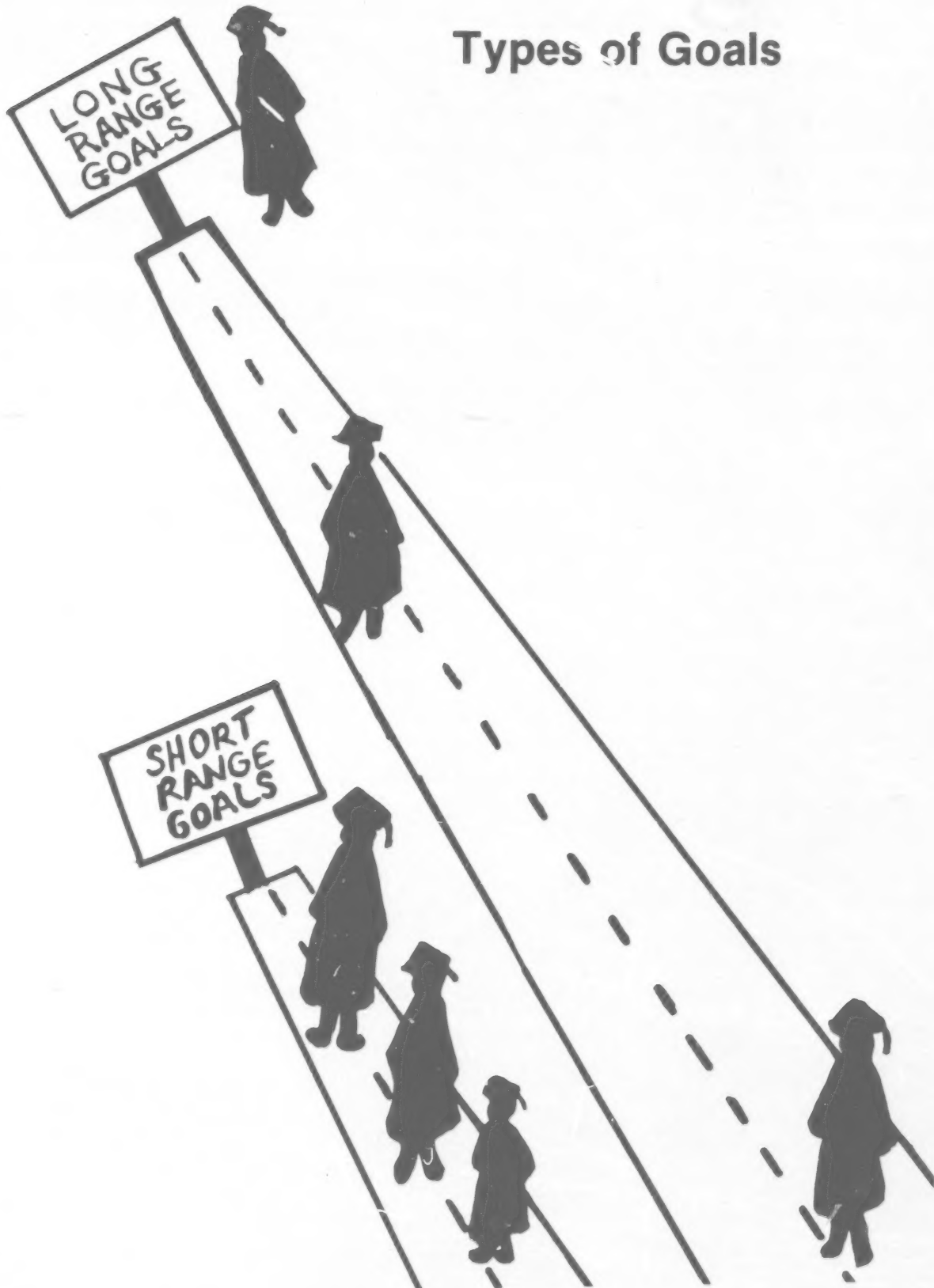


I want a
midnight blue
280-ZX.



My car must
have a stereo
in it.

Types of Goals



GOAL SETTING

PLAN	SHORT RANGE GOAL	LONG RANGE GOAL
1. SELF-EMPLOYMENT	_____	_____
	Job Title	Job Title
_____	_____	_____
Type of Business	Completion Date (One Year or Less)	Completion Date (2-5 Years or More)
_____	_____	_____

2. POST/SECONDARY EDUCATION

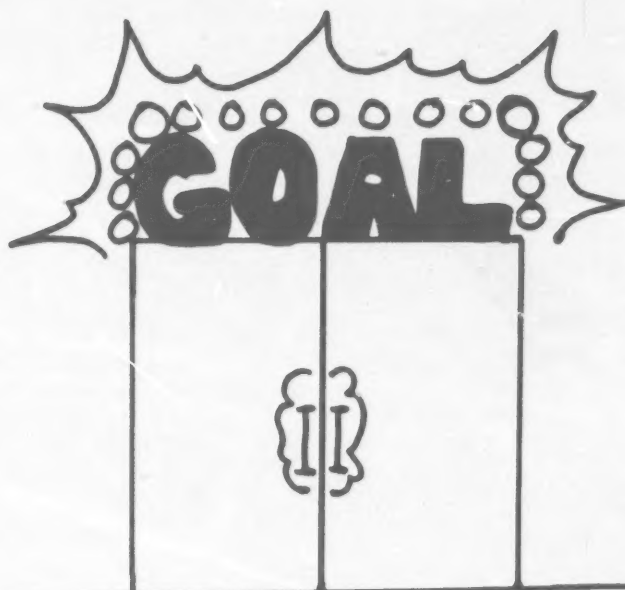
_____	_____	_____
Name of Institution	Field of Study	Job Title
_____	_____	_____
		Completion Date (5 Years)
_____	_____	_____

3. MILITARY

_____	_____	_____
Branch	Job Title	Job Title/Rank
_____	_____	_____
Duty Location	Rank	Completion Date (5 Years)
_____	_____	_____

4. GAINFUL EMPLOYMENT

_____	_____	_____
Company or Organization	Job Title	Job Title
_____	_____	_____
	Completion Date (One Year or Less)	Completion Date (5 Years)

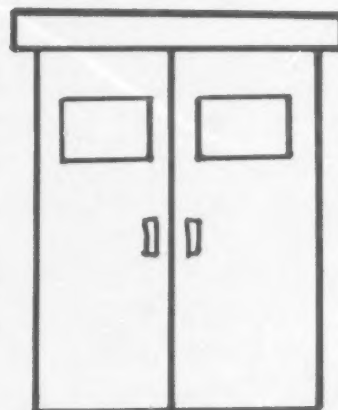


ACTION STEPS

FACTORS THAT MAY AFFECT CAREER PLANS



Natural Disasters



LOSS of JOB



Health Problems



Marriage